

OCTOBER, 1960

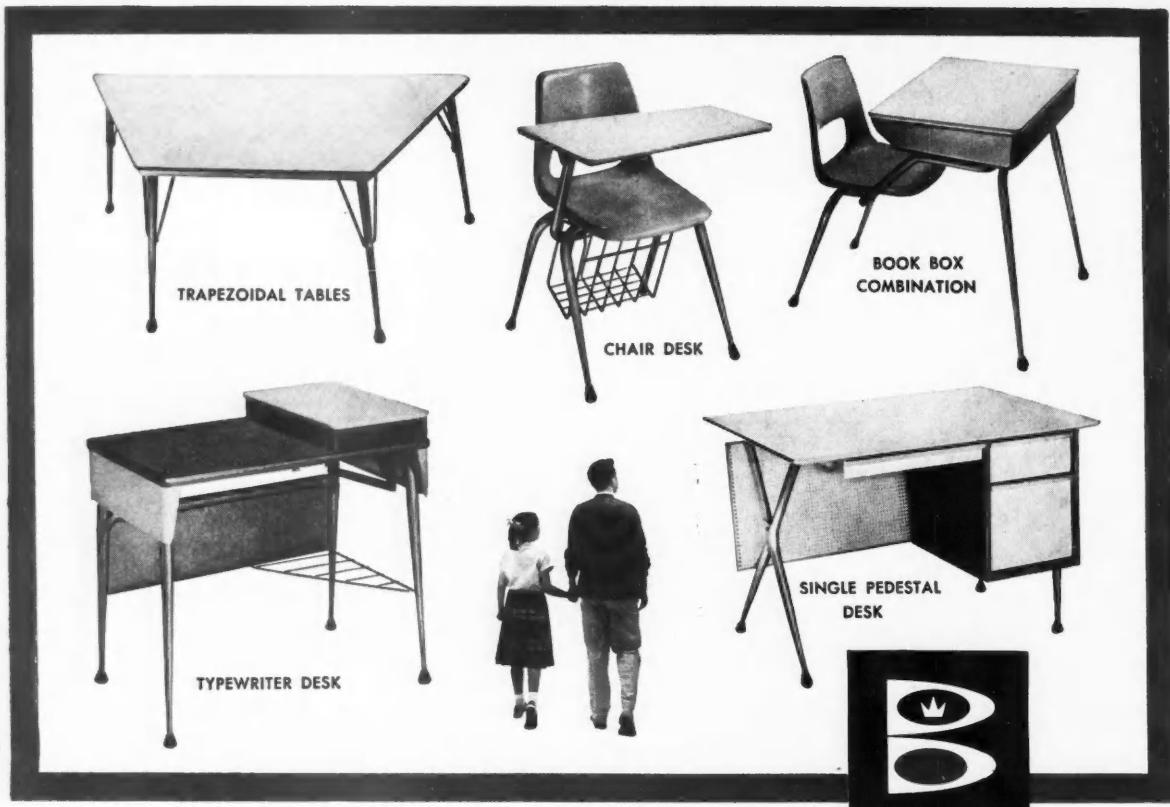
John F. Kennedy  
School of Theology  
Library

# Catholic School Journal

A memorial tribute to  
Dr. Edward A. Fitzpatrick,  
the late editor of the  
**CATHOLIC SCHOOL JOURNAL**,  
begins on page 22.



# DECARLITE TOPS



## NEW *Brunswick* CONTEMPORARY SERIES

Brunswick research and development designs school furniture to meet the *actual needs* of contemporary education. In working out the new parchment pattern plastic tops featured on this Brunswick Contemporary Series, Decar was selected to develop them. Decarlite tops this advanced furniture to assure it meets your every need for beauty, function and maintenance-free durability. More and more manufacturers, and schools, too, are finding Decarlite first choice for top performance.

New Ophtha-Light work surfaces on Brunswick's new Contemporary Series are kind to eyes—minimize reflection and glare. Made with Decarlite, they meet or exceed N.E.M.A. Standards.

Ask Your Furniture Supplier About Decarlite Tops!

WE USE IT AND WE LIKE IT  
**USE-TESTED**  
BY  
McCall's

### Decarlite Plastic Assures Top Use-Value

Decarlite Tops, made by Decar, have been USE-TESTED by McCall's for heat, stain and wear resistance. Their high pressure plastic laminate surfaces were found care-free with the beauty of fine furniture finishes. They wipe clean—stay bright and new looking.

**DECAR** PLASTIC CORPORATION  
4501 WEST NORTH AVENUE • MELROSE PARK, ILLINOIS  
and *Decarlite, Inc.* a wholly owned subsidiary

(For more information from advertisers, use the postcard on page 97)

RCA PRESENTS

# THE "PRECEPTOR" SYSTEM



... world's most advanced

language laboratory equipment!

This is the RCA "Preceptor"—an exciting new concept in language laboratories. Most advanced because it opens fresh new avenues for creative teaching . . . most advanced because it gives the teacher full control of the laboratory. Most advanced, too, because it's *transistorized* and because its *modular design* simplifies installation and makes expansion easy.

Transistors add many extra advantages to RCA's new "Preceptor" System—providing instant action, longer life, simpler wiring, and lower operating costs. These are but a few of the superior features RCA sound engineers have designed into the "Preceptor" to make it the world's most advanced and most wanted language laboratory system.

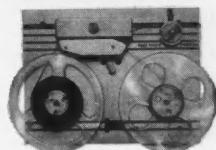
Write for complete information package explaining how RCA "Preceptor" System can vitalize your language curriculum. Also, ask for the name of your nearest RCA Language Laboratory Dealer. Address: Radio Corporation of America, Language Laboratory Sales, Building 15-1, Camden 2, N.J.

The RCA "Preceptor" console (above) with its master control panel puts the teacher in complete command. It allows: 1) monitoring of any student; 2) listening in on master tape and student's voice; 3) two-way conversation with any student; 4) recording of student on central tape recorder; 5) insertion of comments on the recording; 6) communication with whole class through "all-call" control. The teacher controls tape selection and can play up to 10 different tapes.



Sturdy RCA "Preceptor" booths can be installed singly, with or without flip-top desk to serve as writing surface, or in modules of two or three attractive economy booths.

World's Most Advanced Components . . . from RCA !



Expansion? Just add a pre-wired SelectorCom panel with a bank of 10 selector switches.

RCA tape decks for the "Preceptor" System may be either half-track, or dual-track. Single-knob control makes them ideally simple to operate at the console or in student booths, as a program source or for student recording. Convenient new cartridge type tape decks are also available.



**RADIO CORPORATION of AMERICA**  
CAMDEN 2, NEW JERSEY

## "The Smith-Corona Electra is just right for us...in size, speed and savings"

*A classroom report from Saint Leonard's High School,  
Brooklyn, N. Y. Brother William, O.S.F., writes:*

"Our beginners learn electric typing faster and advanced students achieve higher speeds on the compact Electra. It simplifies the manual-to-electric transition, too. Accuracy doesn't suffer in the slightest."

"All in all, the Electra is the ideal electric for our typing classes. Certainly its modest price alone makes it a worthwhile investment for a school administrator."

For an informative report on classroom use of the Electra, write Smith-Corona, 701 E. Washington Street, Syracuse 1, N. Y.



Brother Alfred of Saint Leonard's in Electra classroom.

**SCM SMITH-CORONA**  
DIVISION OF SMITH-CORONA MARCHANT INC.

**Edward A. Fitzpatrick, Ph.D.** Editor  
**Frank Bruce** Publisher  
**William C. Bruce** Managing Editor  
**Elmer W. Reading** Associate Editor  
**Lois M. Lunz** Assistant Editor  
**Rev. Anthony H. Dorn**  
 High School Consultant

Mary Ellen Hite Editorial Assistant  
 M. J. Rutz Circulation Manager  
 Helen Smrz Advertising Production Manager

#### ADVERTISING SALES

**MILWAUKEE 1, WISCONSIN**  
 Frank Bruce, Gen. Sales & Adv. Mgr.,  
 400 N. Broadway, Broadway 1-9700

**CHICAGO 6, ILLINOIS**  
 James T. Callen or Thomas A. Barron,  
 20 N. Wacker Drive, State 2-7530

**NEW YORK 7, NEW YORK**  
 Jack Faber or Charles J. Murray  
 233 Broadway, Worth 4-4071

**MIAMI 32, FLORIDA**  
 J. Bernard Cashion, 904 Chamber of  
 Commerce Bldg., Franklin 1-9941

**LOS ANGELES 28, CALIFORNIA**  
 Robert C. Whaley, Whaley-Simpson Co.,  
 6608 Selma Ave., Hollywood 3-7157

**SAN FRANCISCO 11, CALIFORNIA**  
 Gordon Simpson, Whaley-Simpson Co.,  
 700 Montgomery Bldg., SUtter 1-4583



#### THE CATHOLIC SCHOOL JOURNAL

Copyright, 1960, by The Bruce Publishing Company. — All rights reserved. Entered April 20, 1901, as Second-Class mail matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879.

Published monthly except in July and August, by The Bruce Publishing Company, 400 N. Broadway, Milwaukee 1, Wis.

#### Articles Indexed:

*The Catholic Periodical Index, The Catholic Bookman, and Wilson Education Index.*

#### Subscription Information:

Subscription price in the United States, U. S. Possessions and Canada: \$4.00 per year; \$6.50 two years; \$8.75 three years, payable in advance. In all foreign countries, \$1.00 per year extra. Single copies, 75 cents.

Notice for discontinuance of subscription must reach publication office in Milwaukee at least 15 days before date of expiration. Change of address should include both old and new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within 15 days after date of issue.

#### Editorial Contributions:

Contributions are invited on any subject related to education and welfare of Catholic schools, e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep.

Manuscripts, illustrations, news items, etc., should be sent to publication office in Milwaukee. Contributions are paid for at regular space rates.

# The Catholic School Journal

VOL. 60, NO. 8 OCTOBER, 1960

## A MEMORIAL

### Edward A. Fitzpatrick — A Memorial Tribute

William M. Lamers, Ph.D. 22

## EDUCATIONAL PROBLEMS

Let's Improve Our Faculty Meetings . . . . .	Sister M. Alida, S.S.N.D. 25
How to Achieve School Morale? . . . . .	Brother Paul A. Sibbing, S.M. 27
Preparing Competent Priest-Catechists . . . . .	Rev. Joseph T. Konkel, M.A. 28
Educating for American Citizenship . . . . .	Edward A. Fitzpatrick, Ph.D. 31

## HIGH SCHOOL SECTION

Modern Trends in High School Chemistry . . . . .	Rev. George R. Follen, S.J. 33
Yearbooks Deserve Professionalism . . . . .	Rev. James Magner, S.J. 36
Morality of Current Events . . . . .	Sister Therese Margaret, O.P. 38
Helps in Teaching Latin . . . . .	Sister M. Venard, C.S.A. 38
An Intangible Reward for the English Teacher . . . . .	Brother Raphael, Ed.D. 39

## EDITORIALS . . . . . 40

## FOR THE ELEMENTARY SCHOOL

Homework in the Primary Grades . . . . .	Sister M. Angelita, I.H.M. 41
Imagination Is the Key to Print-Script Transition . . . . .	Mary Louise Curtiss 42
One Goal of Education and Reading . . . . .	Sister M. Theophemia, C.S.S.F. 44
Grade-School French . . . . .	Sister Juliette Marie, S.S.N.D. 45
What Are the 4's in 44? . . . . .	Sister M. Joannes, R.S.M. 46
Religion in Action . . . . .	Sister M. Emmanuel, C.S.J. 48
Make Your Classroom a Writing Laboratory . . . . .	Laura M. Light 49
Science Verses . . . . .	Sister Marie Vianney, O.P. 49
Observe Fire Prevention Week . . . . .	52

## NEWS AND REVIEWS

Evaluations of Audio-Visual Aids . . . . .	Ella Callista Clark, Ph.D. 5
An International Discussion on Mission Catechetics . . . . .	Rt. Rev. Msgr. Anthony N. Fuerst 50
News . . . . .	54
New Books . . . . .	18 and 74
New Supplies . . . . .	86

WHEN THERE'S A LESSON TO TEACH OR A STORY TO TELL . . .



School Master 750 is shown with accessory Rewind Take-up and Semi-Automatic Slide Changer.

#### GRAFLEX AV RECORD PLAYER

The features you want in a record player for classroom use, at a price to fit your budget. Floating turntable has four speeds for 78, 45 and 33½ plus 16½ rpm records. Micro-Balanced Tone Arm reduces record wear. Exceptionally fine reproduction. Light in weight, compact and dependable. Two models, from \$49.95 —plus tax.

Graflex Record Player Model AV-II



## use the **SCHOOL MASTER®** COMBINATION FILMSTRIP and 2 x 2 SLIDE PROJECTOR

Yes! When there's a lesson to teach or a story to tell, more and more educators are selecting the famous Graflex School Master.

School Masters provide an unusually high screen brilliance that: (1) allows projection in a room that's not completely darkened (saves buying room-darkening devices) and, (2) is easier on young eyes, more effective on young minds.

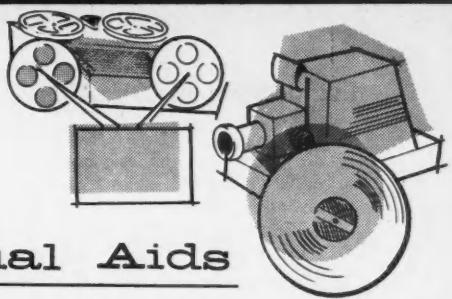
Change from filmstrips to slides in seconds—no tools, no extra parts required • Optical system removes as a unit for easy cleaning • Threading and framing is easy • Exclusive built-in handle facilitates carrying • A line of accessories that increases the use and the value (but not the cost) of the School Master—makes it the most flexible piece of equipment in your instructional aids. 500 watt and 750 watt manual or remote control models are priced from \$84.50.

For additional information contact your Graflex Audiovisual dealer or, write Dept. CS-100, Graflex, Inc., Rochester 3, N.Y. Prices are subject to change without notice.

# GRAFLEX®

A SUBSIDIARY OF GENERAL PRECISION EQUIPMENT CORPORATION





## Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

BRIAN PRESS, INC.  
DECLAN X. McMULLEN CO.  
53 Park Ave.  
Garden City, N. Y.

### Catechism Sound Filmstrips

The recently completed Units 29 and 30 of the ST. JOHN'S CATECHISM in sound filmstrip cover the Sixth and Ninth and the Seventh and Tenth Commandments respectively. Each unit costs \$15. Unit 29 parallels Lesson 19 and part of Lesson 20 of the Baltimore Catechism while Unit 30 presents part of Lesson 20. As has been previously pointed out in this column, the St. John's Catechism sound filmstrips are keyed to the revised Baltimore Catechism. The series is organized in three ten-unit sections: "The Creed," "The Sacraments," and "The Commandments." Each unit includes the following:

1. A colored filmstrip of about 60 frames usable with any 35mm. filmstrip projector. Specially designed pictures in color present the topic in an interesting and dramatic manner. Each filmstrip ends with a summary of about six color frames with basic questions from the story superimposed on the pictures. These are valuable for review and discussion.

2. A two-sided 12-inch vinylite, unbreakable 78 rpm record which plays ten minutes accompanies each filmstrip, and is synchronized with it.

3. A lesson plan printed on the back of each record sleeve listing objectives, procedures, points of doctrine, the basic questions which appear at the end of the filmstrip, 8 supplementary questions, and suggested prayers and resolutions.

*Unit 29*, covering the Sixth and Ninth Commandments, is designed to teach part of Lesson 19 and part of Lesson 20 of the Baltimore Catechism and to make this lesson practical in the lives of the students.

The following points of doctrine are covered in this unit:

1. The Sixth Commandment directs us to be pure and modest in act; the Ninth to be pure and modest in thought and desire.

2. By the virtue of chastity we control the sexual powers of the body so

that our thoughts, desires, and acts are in accordance with God's law.

3. Modesty safeguards chastity for by it we refrain from any thought, word, look, or action which would incite ourselves or others to a sin of impropriety.

4. Married people practice chastity by being faithful to one another and by doing nothing in their marriage which would not be in accordance with God's plan.

5. Unmarried people practice chastity by refraining altogether from the use of those bodily powers which God intends to be used only in marriage, and by refusing to deliberately think about them or take pleasure in them.

6. Danger to purity can arise from evil companions, immodest dress, conversation, or behavior, curiosity and idleness, and looking at obscene pictures or books.

7. Purity is safeguarded by fleeing from sources of temptation, by keeping busy, by frequent prayer, and the reception of the Sacrament of the Eucharist.

8. Priests and religious practice chastity in a special way by means of a vow to remain chastely unmarried all their lives.

9. Maria Goretti and Dominic Savio are two saints who are special models of purity for boys and girls.

10. Our Lord has promised heaven to those who remain pure.

*Unit 30*, covering the Seventh and Tenth Commandments, has for its objectives to teach part of Lesson 20 of the Baltimore Catechism and to make this lesson practical in the lives of the students.

*Unit 30* covers the following points of doctrine:

1. By the Seventh Commandment God forbids us to steal, damage, or destroy the property of others; by the Tenth Commandment He forbids us to desire or want to possess what belongs to others.

2. God is the true owner of everything in this world.

3. He wants us to take care of the goods He has given us and not to waste or destroy them.

4. He wants us to take care of the

property of others and not damage or destroy it.

5. If we have stolen or damaged the property of others, we must pay back the owner or restore the property in some way.

6. The priest in the confessional will advise us what we must do.

7. We should be satisfied with what our parents give us and not always be demanding more.

8. One of the best ways to control greed is to be generous and to share what we have with others.

9. God wants us to use the talents He has given us and to develop them for His honor and glory.

10. We should not be anxious for material things, but rather try to become holy and our heavenly Father will provide us with the things we need.

The group of persons who evaluated Units 29 and 30 of the ST. JOHN'S CATECHISM was very favorably impressed as were others who previewed the former units. They were unanimous in recommending these materials very highly.

HERBERT E. BUDEK CO., INC.  
324 Union St.  
Hackensack, N. J.

### Filmstrips of Paintings

PAINTINGS IN THE METROPOLITAN MUSEUM OF ART, NEW YORK CITY is a series of ten color filmstrips which reproduce in good color the paintings on exhibit in the Metropolitan Museum of Art. Not only do these filmstrips present a good color reproduction of these paintings, but they also give related information concerning the artists, the time in which they lived, who especially influenced their styles, and notations concerning their own unique achievements.

McGRAW-HILL BOOK CO., INC.  
330 West 42nd St.  
New York 36, N. Y.

### Preparing a Report

REPORTING IN CLASS is an 11-minute 16mm. sound film, color \$130, or black and white \$60.

(Continued on page 6)

## Evaluations of AV Aids

(Continued from page 5)

This motion picture, designed for use in middle grades and junior high school demonstrates the correct techniques and procedures of preparing a report graphically presented.

The film tells the story of Bruce Carlson, a young student whose first attempt to prepare a report on "Our Airport" is not successful. Bruce's father, a professional newspaperman, urges him to do the report again as a way of learning the techniques for future reports. As Mr. Carlson makes sug-

gestions, based on his newspaper background, Bruce is seen putting them into practice. He goes to the airport, interviews pilots, the airport manager, etc. He takes notes on every phase of airport operation that he sees. He visits the public library and asks the librarian for books on the subject. At home, he compiles his material into a simple outline. He determines the most important points of his material and writes his report from the outline. Bruce asks for and receives permission to present this new report to the class and is congratulated by his teacher for his excellent job of reporting.

## CORONET INSTRUCTIONAL FILMS

Coronet Bldg.  
Chicago 1, Ill.

### Pony Express Film

THE PONY EXPRESS IN AMERICA'S GROWTH is an 11-minute, 16mm, sound film available in color or black and white. It is designed for grades 4 through 9 social studies or history. The film shows that the pony express was a brief but spectacular episode in the history of communication in America, typical of the spirit and character of those who opened and settled the great west. At a time of impending national crisis, a more rapid system of communication between East and West was an urgent necessity. The Central Overland California and Pike's Peak Express Company, in competition with the Butterfield Overland Stage Line for government mail contracts, announced its system of relays which would carry mail between St. Joseph, Mo., and Sacramento, Calif., in an unbelievable ten days' time.

The film shows how this mail system came to be established and how it operated for its 19 months of existence. Costumed re-enactments and scenes of the West in the booming '50's and '60's, including street scenes of a reconstructed town of the old West, provide a rich visual background for understanding this era. Many dramatic scenes show the interesting details of the pony express such as: its swift horses, the young, hardy riders, the specially designed saddle bag for carrying the mail, the relay stations, and the first rides east and west along the Central Route. With the completion of the telegraph lines in '61, we see the close of the pony express period.

EDUCATORS PROGRESS SERVICE  
Randolph, Wis.

### Guide to Films

EDUCATORS GUIDE TO FREE FILMS, 20TH ANNUAL ED., 1960, in 500 pages lists some 4000 free films produced by industrial, governmental, philanthropic, and other organizations. The 591 titles which are new this year are starred. This edition replaces all previous editions. For each film information is given on length, whether sound or silent; color or black and white; a brief résumé of the content, and source. At the back of the book a 40-page blue index lists alphabetically all the titles included in the main section. Following is a 50-page yellow section listing the films by subject. Finally a 44-page orange section titled "Source and Availability Index"

(Concluded on page 15)



**METROPOLITAN  
ACHIEVEMENT TESTS**

point the way toward  
more effective instruction

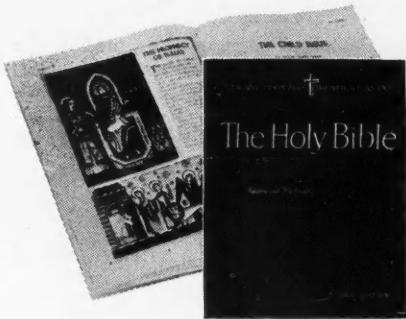
**because** they dependably identify pupils who need help in specific subject areas. Five subject-matter-oriented batteries are correlated to yield comparable results at all levels from Grades 1.6 to 9.1.

Metropolitan's *Class Analysis Chart* can facilitate analysis of your pupils' mastery of essential skills and information. Write for information. Hand- and machine-scorable editions are available.

**WORLD  
BOOK  
COMPANY** Tarrytown-on-Hudson, New York

# GUILD PRESS

*Books for Catholic Readers*



## THE HOLY BIBLE

Adapted and Illustrated for Young Readers. Text selected and arranged by ELSA JANE WERNER and CHARLES HARTMAN. Illustrated in color by Feodor Rojankovsky and Alice and Martin Provensen.

This superbly illustrated adaptation of the Bible is, we believe, the most beautiful ever offered for children. This Bible is the ideal gift for all religious occasions. It is a book that children will grow with, that will be a source of pride and inspiration for many, many years.

Special features of the de luxe Bible for children

- Measures 8½" x 10½", 260 pages
- Gold-stamped, flexible cover bound in rich simulated leather
- Over 300 illustrations, 200 in full color
- Large, easy-to-read type
- Formal presentation plate
- Family record pages
- 18-page section on the Mass illustrated with color photographs
- 4-page section on the history of the Bible
- Ribbon markers
- Special gift box
- Gold-edged pages

#80100 Black \$7.95 #80101 Red \$7.95 #80102 White \$7.95 #70100 Black Goldencraft Library binding. Net to schools \$7.95



## ANGELUS BOOKS

Beautiful, Hardbound Reprint Series

Printed on quality paper and sturdily bound in Kivar over flexible board, Angelus Books are designed to fill the need for modestly priced reprints of distinguished books in durable case bindings that will last through many handlings. Bindings are printed in color, featuring unusually beautiful original works of art. Size 4½" x 6½".

### THE LIFE OF CHRIST

By ABBE CONSTANT FOUARD. A reverent re-creation of Our Lord's life. #31152 416 pages. 95¢

### 1000 QUESTIONS AND ANSWERS ON CATHOLICISM

By PHILIP O'REILLY. The official Church position on questions about which every Catholic should be informed. Index. #31158 384 pages. \$1.25

### THIS IS FAITH

By REV. FRANCIS J. RIPLEY. A complete explanation of Catholic faith and practice. Index. #31154 416 pages. 95¢

### ENTHRONEMENT OF THE SACRED HEART

By REV. FRANCIS LARKIN, SS.CC. The story of the devotion that Pope Pius XII called "the most effective school of the love of God." #31172 416 pages. 95¢

### GOVERNMENT IS YOUR BUSINESS

By FATHER JAMES KELLER. An excellent handbook on government by the founder of the Christopher Movement. #31159 384 pages. 95¢

### THE NEW TESTAMENT

Official Catholic version of the New Testament by the Confraternity of Christian Doctrine. Unusually low price. #31151 480 pages. 65¢



### Coming in November...

#### THE HEART OF FATHER DAMIEN

By VITAL JOURDAN, SS.CC. The definitive biography of Father Damien. #31160 \$1.25

#### THE ART OF HAPPY MARRIAGE

By REV. JAMES A. MAGNER. A basic guide to successful marriage according to Catholic principles. #31161 95¢

#### HISTORY OF MASS

By ABBE FRANCOIS AMIOT. A detailed examination of the central ceremony of the Roman Catholic Church. #31200 85¢

#### WHAT IS THE BIBLE?

By HENRI DANIEL-ROPS. An historical account of the formation of the Bible. #31201 85¢

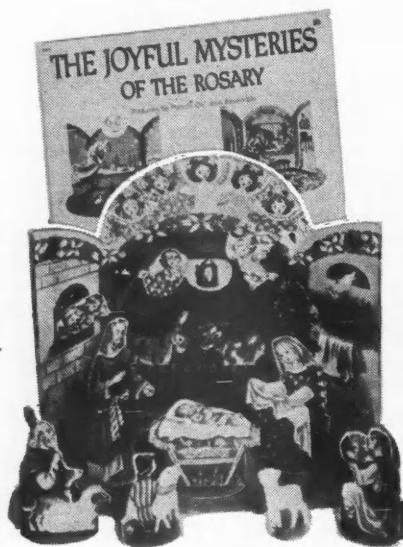
**GUILD PRESS, INC.** Department DES, 630 Fifth Avenue, New York 20, N. Y.

Published in Canada by Musson Book Co., 103 Vanderhoof Ave., Toronto, Ontario, Canada (Prices slightly higher in Canada.)

For more news from Guild Press, see next 2 pages ▶

Fun books with a purpose . . .

# Punchout books from GUILD PRESS



Designed to help the Catholic child appreciate more fully the devotions and official prayers of the Church. These color-filled books — just off the press — are the *first* in a new series of children's activity books. Both are big (10" x 14") sturdy-paper books with dozens of full-color punchout figures, easily assembled by any child.

#### **THE JOYFUL MYSTERIES OF THE ROSARY**

The figures and scenes of the Joyful Mysteries are presented in reverent and appealing full-color pictures. *Imprimatur.* #30201 50¢

#### **THE CELEBRATION OF THE MASS**

With this colorful punchout book, the child can assemble a replica of the entire sanctuary, complete with altar, articles used in the Mass, figures of the priest, altar boy and communicants. *Imprimatur.* #30200 50¢

## First books for little Catholics

This inexpensive series of small books is designed to introduce the child to his religion through colorful pictures and simple, easy-to-read text. Subjects covered include the Mass, the sacraments, prayers, manners, Bible stories, and lives of the saints.

*First Books* provide pleasant instruction to supplement the religious training received at home and in the school. Their value and charm have won for this series a wide popularity. Size 5½" x 6½", hard covers, 24 and 32 pages, many in full color.

25¢ each

#### **OUR LADY'S MEDAL**

The story of Saint Catherine Laboure and the Miraculous Medal which was made according to Our Lady's instructions. #30058

#### **SAINT CHRISTOPHER**

A warm-hearted story of the patron saint of travelers, and of how he found his life's calling in helping others. #30059



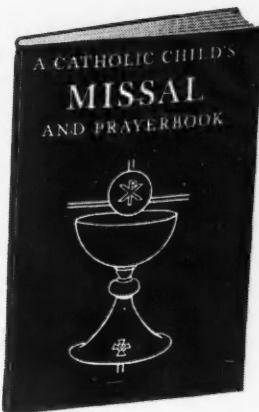
#### **MY DAY WITH JESUS:**

#### **The Morning Offering**

Introduces the child to the spiritual benefits of consecrating each day to Jesus. #30061

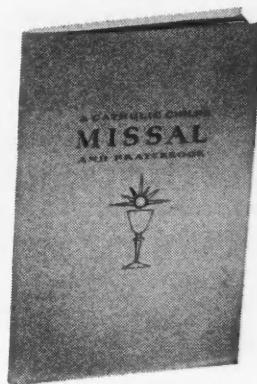
**GUILD PRESS, INC.**, Department DES, 630 Fifth Avenue, New York 20, N. Y.

# The perfect pair of graded children's Missals



How often have you wished for one missal suitable for very young children and another really usable missal for the older child? Guild Press now fills this gap with two integrated books, each especially designed for a different age group.

Both of these carefully written and beautifully decorated missals can be used as a First Communion Missal, depending upon the age and understanding of the child. Both are a joy to teach from . . . a delight to learn from!



## A CATHOLIC CHILD'S MISSAL and PRAYERBOOK

To prepare children in the first and second grades for active participation in the sacrifice of the Mass. Introduces young children to the vital flow of the Mass. Thirty-one full-color photographs illustrate the celebration of the Mass . . . plus color drawings showing when to sit, kneel and stand . . . all the major prayers of the Mass in language beautifully adapted for the young child. 80 pages, all in full color.

### Regular Edition

#31302 (Dark blue binding) #31303 (Red binding) #31304 (White binding) 95¢ each

### De Luxe Edition (Gift boxed, Gold Edges, Ribbon)

#81302 (Dark blue binding) #81304 (White binding) \$1.75 each

## THE SUNDAY MISSAL FOR YOUNG CATHOLICS

To bring children in the third, fourth and fifth grades to a full appreciation of the Mystery of the Holy Eucharist. 82 full-color pictures throughout the Missal illustrate events in our Lord's life and the priest's actions as he offers the Sacrifice of the Mass. Text is simple, but full. Choice of words has been carefully made for grammar school reading levels. Special instructions on the meaning of the Mass, Easter and Baptism, the Sacraments and Christian Life, Pentecost and Confirmation. All the needed prayers for Confession and Communion. 238 pages.

### Regular Edition

#31312 (Dark blue binding) #31313 (Red binding) #31314 (White binding) Nov. \$1.25 each

### De Luxe Edition (Gift boxed, Gold Edges, Ribbon)

#81312 (Dark blue binding) #81314 (White binding) November. \$2.00 each

Published in Canada by Musson Book Co., 103 Vanderhoof Ave., Toronto, Ontario, Canada (Prices slightly higher in Canada.)

# These Golden Books

*in Sturdy Goldencraft Library Binding have been approved for  
first purchase by The Catholic Library Association*

## GOLDEN BOOK OF CHRISTMAS TALES

Text by LILLIAN LEWICKI. Pictures by James Lewicki. A collection of Nativity legends — specially adapted for children — from folklore of Greece, Italy, England and Scandinavia. Grades 3-6. Net price \$2.19

## ILLUSTRATED GOLDEN DICTIONARY

By STUART A. COURTIS and GARNETTE WATTERS. Pictures by Beth and Joe Krush. Easy to read, easy to understand, easy to use dictionary for young readers in middle elementary grades. Grades 3-6. Net price \$4.99

## GOLDEN BOOK OF CAMPING AND CAMP CRAFTS

By G. LYNN. Illus. by Ernest Kurt Barth. Boy Scouts, family campers and everyone who likes the outdoors will find this book with "how-to" illustrations and comprehensive text indispensable. Grades 3-8. Net price \$2.39

## Giant GOLDEN BOOK OF ANIMALS

By ANNE TERRY WHITE. Illus. by W. Suschitzky. Over 100 startlingly sharp and clear photographs of animal kingdom with informative text. Grades 3-8. Net price \$3.19

## GOLDEN ENCYCLOPEDIA

By DOROTHY A. BENNETT. Pictures by Cornelius DeWitt. Book for Everychild, who asks questions, and his parents who must answer them. Grades 3-6. Net price \$3.99

## McCALL'S GIANT GOLDEN MAKE-IT BOOK

Arranged and designed by JOHN PETER. Pictures by Corinne Malvern and Bob Riley. Complete book of crafts and activities, containing more than a thousand things for boys and girls to make and do. Grades 3-8. Net price \$3.19

## GOLDEN BOOK OF NATURE CRAFTS

By JOHN R. SAUNDERS. Kodachromes by Roy Pinney. Hundreds of suggestions and hours of creative fun for the junior naturalist. Grades 3-9. Net price \$2.39

## GOLDEN GEOGRAPHY

By ELSA JANE WERNER. Pictures by Cornelius DeWitt. A geography for modern children whose world frontiers shrink with flight of every jet plane. Grades 3-6. Net price \$3.99

## GIANT GOLDEN BOOK OF ASTRONOMY (Revised Ed.)

By ROSE WYLER and GERALD AMES. Illus. by John Folgreen. Up-to-date science discoveries added to this invaluable book about space and its wonders. Grades 4-10. Net price \$3.99

## BETTY CROCKER'S COOK BOOK FOR BOYS AND GIRLS

By BETTY CROCKER. Pictures by Gloria Kamen. Grades 4-10. Net price \$1.89

## THE ILIAD AND THE ODYSSEY

Adapted by JANE WERNER WATSON. Pictures by the Provensens. The Classic Greek Epics of Homer. Grades 4-9. Net price \$4.99

## GOLDEN BOOK OF INDIAN CRAFTS AND LORE

By W. BEN HUNT. Everything boys and girls enjoy knowing or re-creating in study of lore of American Indians. Grades 4-9. Net price \$2.39

## PEOPLE ARE IMPORTANT

By EVA K. EVANS. The story of how people have developed different ways of living and why each of us is important. Grades 4-9. Net price \$2.99

## GOLDEN BOOK OF SCIENCE

By BERTHA MORRIS PARKER. Pictures by Harry McNaught. An introduction to Earth, Sea, the Air, Plants, Animals, Man and His Inventions. Grades 4-10. Net price \$3.99

## THE GOLDEN BOOK OF THE AMERICAN REVOLUTION

Adapted for Young Readers by FRED COOK from adult edition by Editors of American Heritage. Grades 5-H.S. Net price \$4.99

## BIRDS

By Dr. H. I. ZIM and Dr. I. N. GABRIELSON. Illus. by J. G. Irving. A Golden Nature Guide. Grades 5-H.S. Net price \$1.89

## THE BOY ENGINEER

A Popular Mechanics Book. By EDWARD L. THROM. Illus. by E. Urbanowich and R. Pious. Grades 5-H.S. Net price \$3.99

## BOYS' LIFE TREASURY

Selected by editors of Boys' Life. Pictures by Hamilton Greene. A giant collection of 75 articles and stories for boys. Grades 5-H.S. Net price \$4.99

## STORY OF FLIGHT

By J. LEWELLEN and I. SHAPIRO. Beautiful and comprehensive volume assembled around theme of man's will to conquer air from Age of the Gods to Age of Space. Grades 5-H.S. Net price \$3.99

## GOLDEN GEOGRAPHIC ENCYCLOPEDIA

Adapted and edited by THEODORE SHARAD and PETER STERN. Picture maps and illustrations by Wilhelm Eigener and August Eigener. Treasury of geographic lore; perfect introduction to world geography. Grades 5-H.S. Net price \$7.99

## GLOBAL ATLAS

By FRANK DEBENHAM. Magnificent world atlas with over 40 relief maps, presenting a truly global picture of the world. Grades 5-H.S. Net price \$5.99

## GOLDEN TREASURY OF MYTHS AND LEGENDS

Adapted by A. T. WHITE. Illus. by the Provensens. A galaxy of favorite myths and legends of Western World with superb paintings. Grades 5-H.S. Net price \$4.99

## GOLDEN TREASURY OF NATURAL HISTORY

By BERTHA MORRIS PARKER. Illus. with 500 color pictures, by seventeen artists. Information about wonderful variety of things made young people's experiences with nature more meaningful. Grades 5-H.S. Net price \$4.99

## OUR FRIEND THE ATOM

By HEINZ HABER. Pictures by Walt Disney Studio. Concise account tracing history of atomic research. Grades 5-H.S. Net price \$4.99

## GOLDEN ANNIVERSARY BOOK OF SCOUTING

By R. D. BEZUCHA. Illus. by Norman Rockwell, Mel Crawford, and others. Huge, colorful and comprehensive collection of Boy Scout history, lore, pictures and practical information. Grades 5-H.S. Net price \$4.99

## THE SEA AROUND US

Rachel Carson's book adapted by ANNE TERRY WHITE. Illus. by René Martin. Grades 5-H.S. Net price \$4.99

## GOLDEN TREASURY OF POETRY

Selections and commentary by LOUIS UNTERMEYER. Illus. by Joan Anglund. 400 carefully selected poems ranging through all the great periods of English literature to Modern Poetry. Grades 5-H.S. Net price \$4.99

## LIFE'S THE WORLD WE LIVE IN

By LINCOLN BARNETT. Adapted by JANE WERNER WATSON. Illus. by Life Magazine. More than 150 color paintings, maps and photographs illustrate pages of this great anthology of scientific fact. Grades 5-H.S. Net price \$4.99

## LIFE'S THE WORLD'S GREAT RELIGIONS

Adapted by JANE WERNER WATSON. Special edition for young readers by Editors of Life Magazine. Grades 5-H.S. Net price \$4.99

## Walt Disney's WORLDS OF NATURE

By RUTHERFORD PLATT. Kodachromes by Walt Disney Studio. Grades 5-H.S. Net price \$4.99

The Catholic Library Association has recommended many more Golden Books  
for purchase by Catholic schools and libraries. Write for complete list.

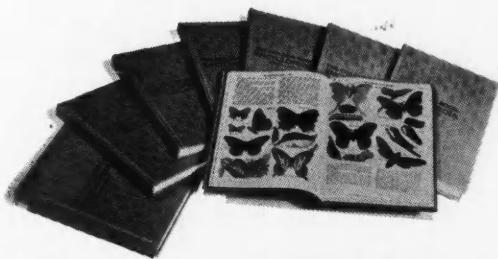
# New Golden Books

in sturdy, colorful Goldencraft Library Binding



## THE GOLDEN PICTURE ATLAS OF THE WORLD

A beginning Atlas which presents a wealth of information about the lands and people of the earth in a manner readily grasped by elementary school children. Every page glows with full color. 6 volumes—one for each continent—on North America, South America, Europe, Asia, Africa, and Australia, Oceania and the Polar Lands. Fully indexed. Grades 3 to 6. Special price to schools and libraries: \$14.95



## THE GOLDEN BOOK ENCYCLOPEDIA

Hailed by educators for the magnificent way in which it makes even the most difficult subjects clear to the elementary school child, the 8-volume Golden Book Encyclopedia has the drama and sparkle of full color on every page. "Highly recommended." —*The Catholic Transcript*. 375 maps in color, 1375 entries, 22 facts-at-a-glance charts, fully indexed in final volume. Grades 3 to 6. \$39.50 net

## Golden Beginning Readers

Delightful books, carefully prepared by distinguished writers, artists, and editors to entertain and encourage the child who is just learning to read. Each, \$1.49 net

### WHALE HUNT

By JANE WERNER WATSON, illustrations by Claude Humbert. The story of a little boy whose heart's desire is to catch a whale. (He does, too.)

### PEAR-SHAPED HILL

By IRVING A. LEITNER, illustrations by Bernice Myers. The adventures of a boy and girl who live on opposite sides of a pear-shaped hill, and what happens when they meet.

*Eight previously published titles.  
Write for complete list.*

## American Heritage Junior Library

The editors of *American Heritage*, the distinguished magazine of history, create these exciting books. Each is completely factual, illustrated with approximately 150 pictures (half in full color) and certain to arouse interest and pride in America's colorful past. Each, \$3.79 net

### MEN OF AMERICAN SCIENCE AND INVENTION

Rare old paintings, posters, lithographs, drawings and sketches bring to life this fascinating story of America's history as a nation of inventors.

### DISCOVERERS OF THE NEW WORLD

An exciting word-and-picture account of the dauntless men — Columbus, Cabot, Balboa, Magellan, De Soto, Drake and all the rest — who explored and charted America.

### THOMAS JEFFERSON AND HIS WORLD

The life and times of the author of the Declaration of Independence and third President of the United States, with 180 illustrations, including his own architectural sketches.

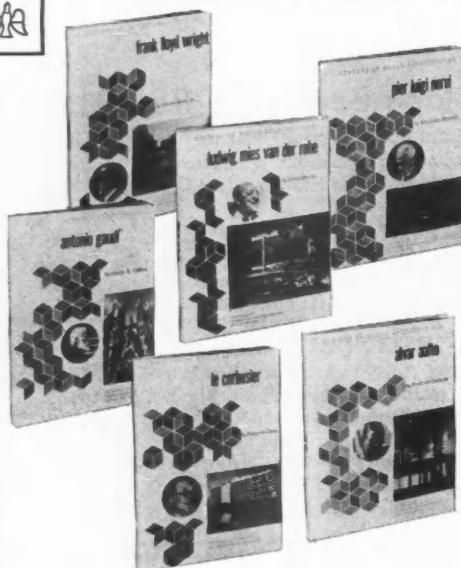
*Three previously published titles.  
Write for complete list.*



Write for a complete list of Golden Books in Goldencraft Library Binding to  
**THE GOLDEN PRESS**, Education Division, 630 Fifth Avenue, New York 20, N.Y.



# MASTERS OF WORLD ARCHITECTURE



A distinguished, authoritative, richly illustrated new series devoted to the works of the world's greatest modern architects. Each book is 7½" x 10" containing 128 pages on high quality paper with 80 pages of photographs, drawings, and plans, plus a bibliography, chronology and index. About 10,000 words of text in each volume.

*Each volume is \$1.95*

## A 107

**FRANK LLOYD WRIGHT** by *Vincent Scully*. America's greatest architect and one of the greatest who ever lived.

## A 108

**LUDWIG MIES VAN DER ROHE** by *Arthur Drexler*. Van der Rohe has achieved architectural wonders with concrete and glass.

## A 109

**PIER LUIGI NERVI** by *Ada Louise Huxtable*. Through the use of reinforced concrete, Italy's Nervi has created some of the most unusual designs in the world.

## A 110

**ANTONIO GAUDI** by *George R. Collins*. This is the first full-length book in English which describes and illustrates the genius of Spain's Antonio Gaudi.

## A 111

**LE CORBUSIER** by *Francoise Choay*. Switzerland's Le Corbusier is undoubtedly the most influential architect of our time.

## A 112

**ALVAR AALTO** by *Frederick Gutheim*. Finland's foremost architect is one of the leading modern exponents of "total architecture"—from furniture to complete town planning.

## WASHINGTON SQUARE PRESS BOOKS

# FOLGER SHAKESPEARE

The Folger Library General Reader's Shakespeare series has been especially prepared by two of the world's foremost Elizabethan authorities, Louis B. Wright and Virginia A. LaMar. In this distinguished new series, the text is printed on right-hand pages only and all notes are placed on the pages facing the text they explain. The text is also illustrated from contemporary sources.

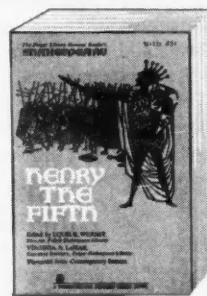
## OTHER FOLGER SHAKESPEARE EDITIONS

- W 106 AS YOU LIKE IT 35¢
- WPL 64 HAMLET 35¢
- W 112 JULIUS CAESAR 45¢
- W 113 KING LEAR 45¢
- W 115 MACBETH 45¢
- WPL 61 OTHELLO 35¢
- W 121 ROMEO AND JULIET 35¢
- W 116 MERCHANT OF VENICE 45¢
- WPL 67 MIDSUMMER NIGHT'S DREAM 35¢



## NEW

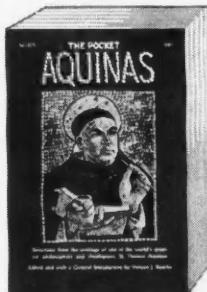
Henry V W 111 45¢  
Richard III W 120 45¢  
Twelfth Night W 124 45¢



# NEW BOOKS OF CATHOLIC INTEREST

## THE POCKET AQUINAS

by Dr. Vernon J. Bourke W575 60¢



In November Washington Square Press will publish **THE POCKET AQUINAS** by Dr. Vernon J. Bourke of St. Louis University, St. Louis, Missouri. The object of the publisher in putting out this book is to provide as complete a text for an introductory study of the philosophy of St. Thomas Aquinas as possible.

The plan of the book includes a general introduction which provides a summary biography of St. Thomas Aquinas and a review of his writings. Then the author has divided the study of St. Thomas into subject categories. Each subject category begins with an extensive analysis of St. Thomas' thought within each subject area. This is followed by selections from the actual writings of St. Thomas Aquinas pertinent to the subject category. Dr. Bourke has provided sections of St. Thomas' writings from many published works as well as from works which had not heretofore appeared in English translation. At the end of each chapter a list of recommended readings has been included.

### ALL SAINTS PRESS BOOKS

## ROADS TO ROME

edited by  
*John A. O'Brien*  
AS 1 60¢

In this remarkable book, sixteen famous people, including writers A. J. Cronin, Gene Fowler and Mary O'Hara, tell the fascinating stories of their conversion to the Roman Catholic Church. Their frank, personal stories will give Catholics a greater appreciation of their faith and will serve as inspirational guideposts for those who have not yet found the road to everlasting truth and boundless love.



## A SHORT HISTORY OF THE CATHOLIC CHURCH

by Denis Meadows AS 2 60¢

A sweeping view of the origin and growth of the Roman Catholic Church and its role in the world today.

Here is the story of the Church resisting the onslaughts of heresy, schism, internal corruption, barbarian invasion, Moslem expansion, communism and domination by political figures. Here also are the saints, reformers, pontiffs, founders of orders, scholars and missionaries.

Denis Meadows, the distinguished historian, has succeeded in capturing the tremendous sweep of these events and personalities, from Pentecost to the present day, in a highly praised book that is both informative and fascinating.



Start a paperback bookstore in your school—write to us for complete details.

Also for complete paperback catalogs write:

Affiliated Publishers, Inc., Catholic Educational Division  
630 Fifth Avenue, New York, N. Y.

PB-9



*Complete Children's Record Department  
in Less than Two Feet of Space!*

You get this attractive rack filled with more than 200 wonderful records!

# earnings for your school!

*with*  
***The Golden Records Children Love!***

**Y**OUR school can earn \$60 a week—and more—with these gay songs, stories, marches, games and educational features—all on popular Golden Records.

The Children's Golden Record Round-up Rack holds 238 separate records, many featuring children's television and movie favorites. It is sent to you with your first order. Place it in the cafeteria, school bookstore and other places in the school where the children make purchases. You'll be glad you did when you find your school making close to 50% PROFIT over cost!

**Here's how YOUR school can profit with Golden Records:**

**1** Place the initial order of \$177.12 retail. You receive a sales weighted assortment of 29¢, 49¢ and \$1.98 children's records. With this assortment you receive a special Golden Record Round-up Rack. Your discount: 30% Total Cost: \$124.02

**2** Golden Records will be delivered by the local distributor and the rack dressed by his serviceman.

**3** The distributor's representative will call once a month or as often as you request to fill the rack with new merchandise and to take back unsold merchandise. Sales are 100% guaranteed. All unsold merchandise will be picked up and credit issued by the distributor. You may discontinue at any time. The rack remains the property of the distributor.

**Order now with this coupon. We will rush your Golden Record Round-up and rack at once!**

**Golden Library Division**  
630 Fifth Avenue, New York 20, N. Y.

Yes, we want to sell Golden Records.

Send us \_\_\_\_\_ sets of the Initial Assortment of 238 Golden Records and a rack for each Initial Assortment.

SCHOOL \_\_\_\_\_

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

## Evaluations of AV Aids

(Concluded from page 6)

is an alphabetical list of the organizations (with their addresses) from which the films listed may be obtained. Also included in this last section are notations as to the conditions under which the films are loaned and their probable availability with the number of the pages on which films produced by each organization may be found in this catalog. The price of this new EDUCATORS GUIDE TO FREE FILMS is \$9.

EDUCATORS GUIDE TO FREE FILMSTRIPS, 12TH ANNUAL ED., 1960, in 125 pages lists 624 titles including 38 sets of slides and more than 500 filmstrips some of which may be retained permanently by the borrower. The organization of this publication is similar to that above. Cost is \$6.

ENCYCLOPEDIA BRITANNICA  
1150 Wilmette Ave.  
Wilmette, Ill.

### Stone Age Film

CAVE DWELLERS OF THE OLD STONE AGE is an 18-minute, 16mm. sound film available in color or black and white. Designed for middle grades and junior and senior high school social studies, geography, and world history, this film attempts to illustrate typical scenes and activities in the lives of Neanderthal and Cro-Magnon cave dwellers. It also shows how weapons, tools, and other artifacts of the Stone Age tell the story of the caveman's life. It should also stimulate interest in history and in the scientific clues remaining from prehistoric times. This film, according to the producer, was produced in the Dordogne region of southwestern France, where the cave of the Cro-Magnon man was discovered.



## WHY JANIE CAN WRITE

Janie is a lucky girl. Like you, her teachers care. They know how important good handwriting will be in every aspect of Janie's life, from obtaining grades on written work which truly reflect her ability to securing and holding the position she wants in the world of adults.

So Janie's teachers make sure she uses good handwriting practices in all her written work. They insist on neatness, on legible letter forms, on proper spacing and alignment. They keep track of Janie's personal problems, month by month. They help her to analyze her own handwriting and provide her the guidance necessary to improve.

Janie's teachers are well-informed, too. They know that educational research has shown the desirability of standardizing instruction of handwriting through the use of a single system in a school or school group. They know that it is wise to give each child a personal handwriting book for ready reference and guidance.

Janie's teachers know, too, that one handwriting system is not only the most widely adopted in America but, in its Catholic edition, the only one to incorporate Catholic teachings in its functional exercises. Therefore, Janie's teachers use Noble's *Catholic School Writing Series*. For complete information write to Dept. CJ.

Publishers Of America's Most Widely Adopted Handwriting System

NOBLE and NOBLE  
67 Irving Place



PUBLISHERS, Inc.  
New York 3, N. Y.

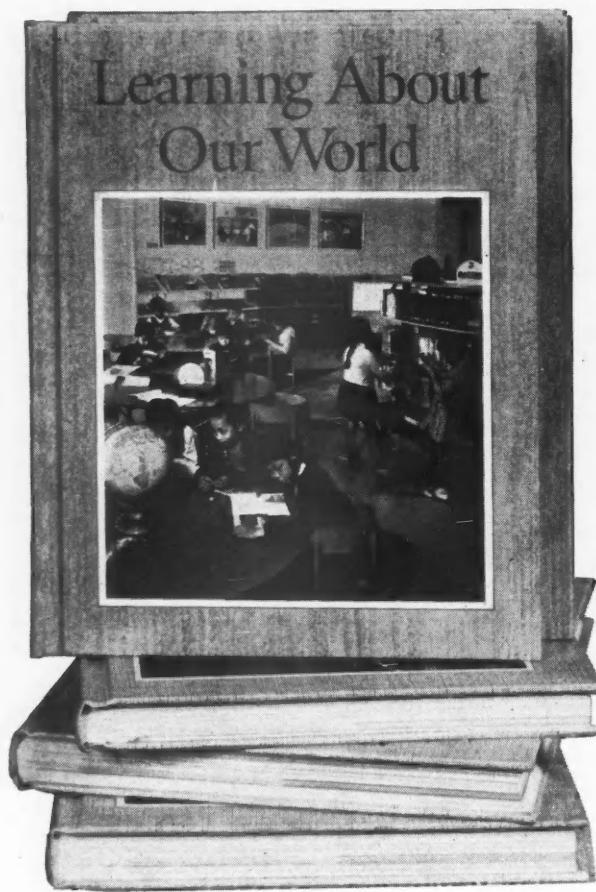
### First Parochial School in 340 Years

The Diocese of Santa Cruz, Bolivia, will soon have the first parochial school in its 340-year history. Rev. Joseph Walijewski of the La Crosse, Wis., diocese said that he expects to open the school in February, 1961. Father Walijewski purchased a 20-acre tract for the school with funds from the 1959 Lenten contributions of La Crosse diocesan school children.

The school will start with the first two years of the primary grades and will add a grade each year until it enrolls students through the sixth grade. Father then hopes to begin a secondary school that will continue classes through the 12th grade.

Other schools exist in the Santa Cruz area, but they accept only those children whose parents can pay tuition. There are many schools for the wealthy, Father Walijewski said, but very few vocations come from them.

***The new geography program for Catholic Schools . . .***



**Ready now**

LEARNING ABOUT OUR WORLD, gr. 4  
OUR COUNTRY AND CANADA, gr. 5

**In preparation**

LIVING IN EURASIA, gr. 6  
LIVING IN SOUTHERN LANDS, gr. 7  
OUR WORLD TODAY, gr. 8

**The Earth  
and the  
Human Family**

JAMES S. DONNELLY  
REV. J. FRANKLIN EWING, S.J.

*with the collaboration of*  
**COMMISSION ON AMERICAN CITIZENSHIP**  
*The Catholic University of America*

**TEACHERS' EDITIONS and WORKBOOKS by**  
**THE SISTERS OF ST. JOSEPH**  
*Chestnut Hill, Philadelphia*

A program designed to strengthen the pupil's understanding of his relationship to nature, to his fellow man, to himself, and to God.

Full-color illustrations, comprehensive map program, and unique teaching aids contribute to total geography learning.



CATHOLIC SCHOOL DIVISION

**SILVER BURDETT COMPANY**

Morristown, New Jersey



## Teach them on the typewriter they're most apt to use on the job!

When a typewriter is easy to master, it builds confidence in a student quickly. Maybe that's why year in, year out, more than half the typewriters bought for teaching are Royals.

**Easy is the keyword.** Exclusive Magic® Margin continues to be the easiest to set of all margins. And Royals finger-balanced touch cuts down on finger

fatigue—makes for easy stroking on the short finger keys.

Another reason teachers prefer Royal is that they know a teaching typewriter must be sturdy, with little or no interruptions for repairs. Also, since Royal reliability is a byword in offices, students are apt to find a new Royal in their first office job.

However, when service is needed, it's there fast... Royal has more service points than any other typewriter manufacturer. This extraordinary dependability may explain why Royal Standards command the highest prices in the used-machine market.

We'd like you to see for yourself how much this great machine can con-

tribute to creative teaching. Won't you call your nearest Royal Representative today? He'll arrange a free demonstration and classroom trial for you—at your convenience.



This is Twin-Pak®, Royal's exclusive quick-changing ribbon that fingers never touch.

**ROYAL®**

*standard*

Product of Royal McBee Corporation,  
World's Largest Manufacturer of Typewriters.

THERE ARE MORE ROYAL TYPEWRITERS IN SCHOOL AND OFFICE USE THAN ANY OTHER MAKE.



## New Books

### The Statesman's Year-Book, 1960-61

Edited by S. H. Steinberg. Cloth, 1675 pp., \$9.50. St. Martin's Press, Inc., New York 10, N. Y.

This Year-Book now in its 79th edition, has been a standard world reference since the time of the Crimean War and the

American War between the states. It covers all of the countries in and out of the United Nations—790 separate national states. The facts which have been carefully authenticated are published independently, and the data are carried to the end of 1959. It is interesting to read the facts about the United States as a whole and about each of the 50 states. An outside view like the present makes clear many facts which we take for granted but which have world-wide significance.

### The Kingdom of Heaven in Parables

By Franz M. Moschner; tr. by David Heimann. Cloth, 326 pp., \$4.75. B. Herder Book Co., St. Louis, Mo.

This book explains in detail the parables used by Our Lord to explain the most im-

portant doctrines of religion, and of life, and their relation to the Kingdom of Heaven. This kingdom was not merely the life of glory which we shall enjoy when Christ reigns over the saints in the beatific vision. This kingdom is also within each faithful follower of Christ who already has the kingdom within him. The book is magnificent material for reading and reflection by the serious seeker after the deep meaning of the seemingly simple illustrations which Christ used with divine effectiveness.

### Retreat for Beginners

By Ronald Knox. Cloth, 230 pp., \$3.50. Sheed & Ward, New York, N. Y.

This book is a valuable addition to the growing collection of spiritual writings which Father Knox prepared in the course of his long life of work. It is simply the 22 talks he gave to a group of teenage school boys and follows in effect and in its own way the underlying theme of the Ignatian exercises. The language is disarmingly simple, but the meaning has all the depth of a fundamental consideration of the purpose of life and religion, of the problem of sin, of prayer, the Mass, vocation, Communion, death, and the world to come. Throughout these is insistence on personal religion and the interior life, of facing up on the dangers of life and of rendering God a loving service and a submissive love that leads to heaven.

### Historical Library Available

The historical library of the late Bishop Laurence J. FitzSimon, Bishop of Amarillo, Tex., from 1941 until his death in 1958, has been made available to authors and scholars for research work. Bishop FitzSimon's library of 4000 books and almost as many pamphlets represents an attempt to collect all that had been published about Texas and the Southwest.

### Understanding and Teaching the Dependent Retarded Child

By L. E. Rosenzweig and Julia Long. Cloth, 185 pp., \$4.25. Educational Publishing Corp., Darien, Conn.

While the objectives set up for the education of mentally retarded children are somewhat too limited, the practical, day-to-day procedures for developing self-help, social, vocational, academic, and motor skills are excellent. The recommendations for leisure and occupational activities are specific and based on experience.

### Patterns of Administration in Catholic Colleges for Women in the United States

By Sister Mary Rosalia Flaherty, R.S.M., M.A. Paper, 118 pp., \$2. Catholic University of America Press, Washington, D. C.

This doctoral dissertation examines the present practices in the administration of Catholic women's colleges and recommends definite allocation of administrative functions to the religious board of trustees, the president, deans, treasurer, and the second line of executives. The author seems to hold to the position that the trustees shall have policy making and legislation functions only and that the president should be the executive and the liaison officer with the Order, etc. Laymen trustees are recommended for the special advice and help they can give in such matters as finances, fund raising, plant planning, and public relations.

(Continued on page 74)



# Accidents do happen!

BUT . . .

The up-to-date, easy-to-teach material found in these NEW 1961 SINGER TEXTBOOKS is no accident!

Singer authors have used their many fruitful years of teaching experience to good advantage to produce . . .

## ENJOYING ENGLISH SERIES

Wolfe • DeLancey • Hamilton • Howard • Michelsen  
GRADES 2-8

COPYRIGHT 1961

## MALLORY MATHEMATICS SERIES

FIRST COURSE IN ALGEBRA      Mallory Skeen      COPYRIGHT 1961  
SECOND COURSE IN ALGEBRA      Meserve

These texts will be on sale January 2, 1961.  
Write now for complete information!

## THE L. W. SINGER COMPANY, INC.

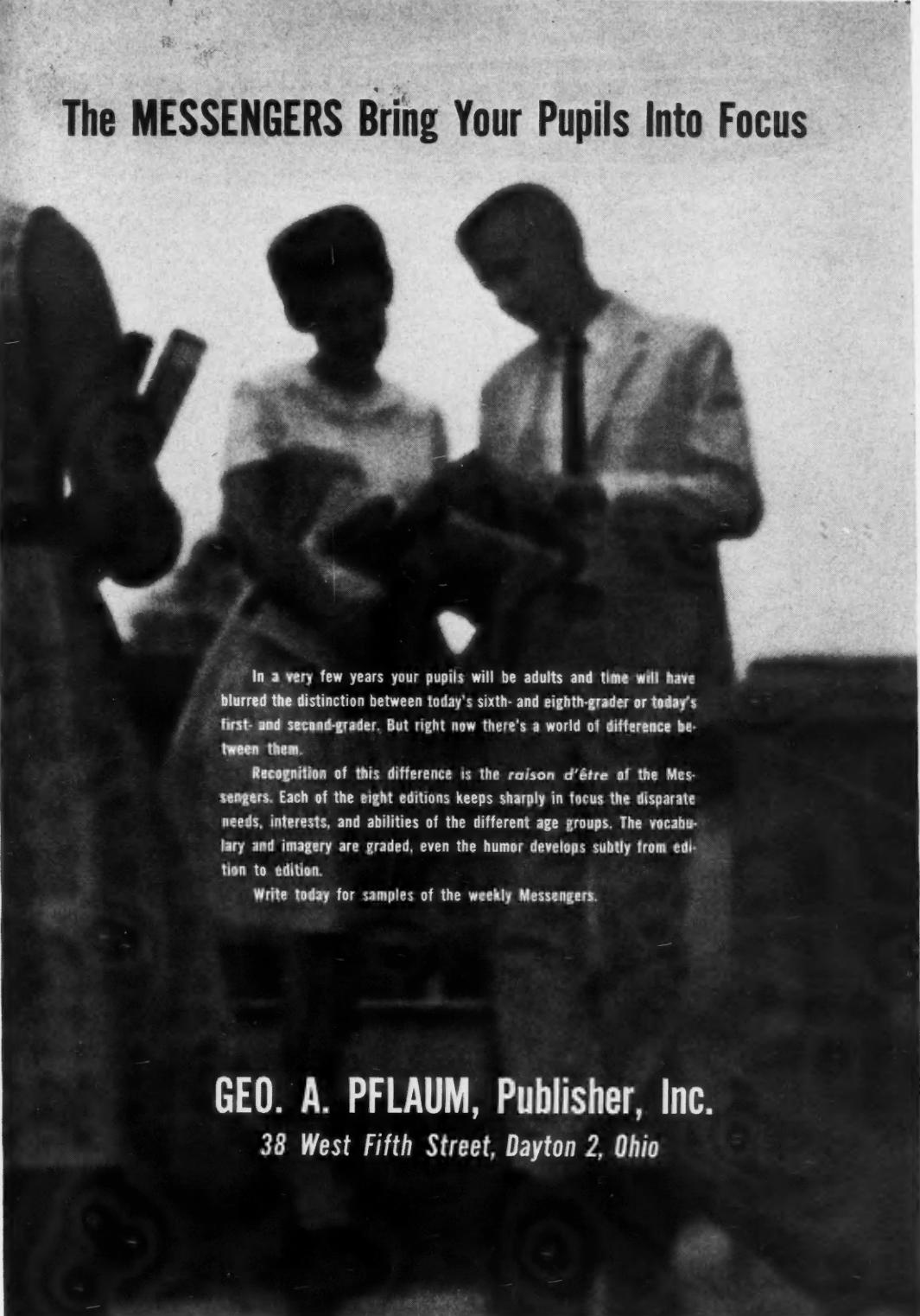
DEPT. N20, SYRACUSE 2, NEW YORK

Publishers of the widely-used ST. THOMAS MORE EDITION of the *Prose And Poetry Series*.





## The MESSENGERS Bring Your Pupils Into Focus



In a very few years your pupils will be adults and time will have blurred the distinction between today's sixth- and eighth-grader or today's first- and second-grader. But right now there's a world of difference between them.

Recognition of this difference is the *raison d'être* of the Messengers. Each of the eight editions keeps sharply in focus the disparate needs, interests, and abilities of the different age groups. The vocabulary and imagery are graded, even the humor develops subtly from edition to edition.

Write today for samples of the weekly Messengers.

**GEO. A. PFLAUM, Publisher, Inc.**

*38 West Fifth Street, Dayton 2, Ohio*

# Girls STUDENT UNIFORMS



For many long years GRAUBARD'S has been a byword in the School Uniform Field. Our name has become synonymous with reliability, integrity and unexcelled service. Choose from a complete selection of distinctive Uniform Styles for every age group, from Kindergarten through High School . . .

Our experience as School Uniform Specialists  
for over 25 years assures . . .

- SUPERIOR TAILORING
- PROPER FIT
- PROMPT SERVICE
- CREATIVE STYLING
- MODEST PRICES

ALL FABRICS NOW FINISHED WITH DURABLE G-E  
SILICONES. Navy Blue, Forest Green, Maroon, French  
Blue, Gray and other popular colors.

WRITE  
TODAY!

For Our New  
Free 1960  
Illustrated  
Catalogue,  
Complete  
Information  
and Prices.

## SCHOOL BLOUSES



The perfect mate for  
a fine School Uniform.  
Clean Crisp Uniform  
Blouses in the styles  
your Students will be  
proud to wear.



In fine soft, lustrous  
Combed Yarn Cotton  
Broadcloth and Crisp,  
Non-Transparent, easy  
to launder DuPont  
Dacron and now Wash  
and Wear Miracle  
Blouses!

BLOUSES ARE FULL LENGTH  
AND CAN BE USED WITH  
EITHER JUMPERS OR SKIRTS

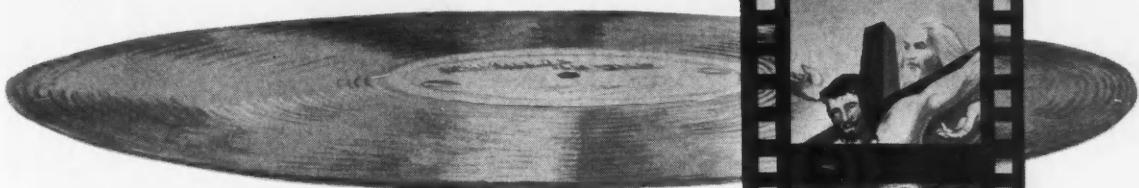
Blouses in Stock in White.  
Other Colors on Request.

# Graubard's

"Serving Parochial Schools Throughout the U.S.A. For Over 25 Years"

236 HIGH STREET, NEWARK, NEW JERSEY

**The most widely used  
Sound Filmstrip series  
in the Catholic Field**



## **St. John's Catechism**

*Written and produced by St. John's University*



Portraying the Revised Baltimore Catechism Lesson by Lesson in magnificent EAST-MAN COLOR, professionally recorded on RCA unbreakable 12" records at standard speed 78 RPM.

The entire St. John's Catechism consists of 30 Units:

**THE CREED**

10 units

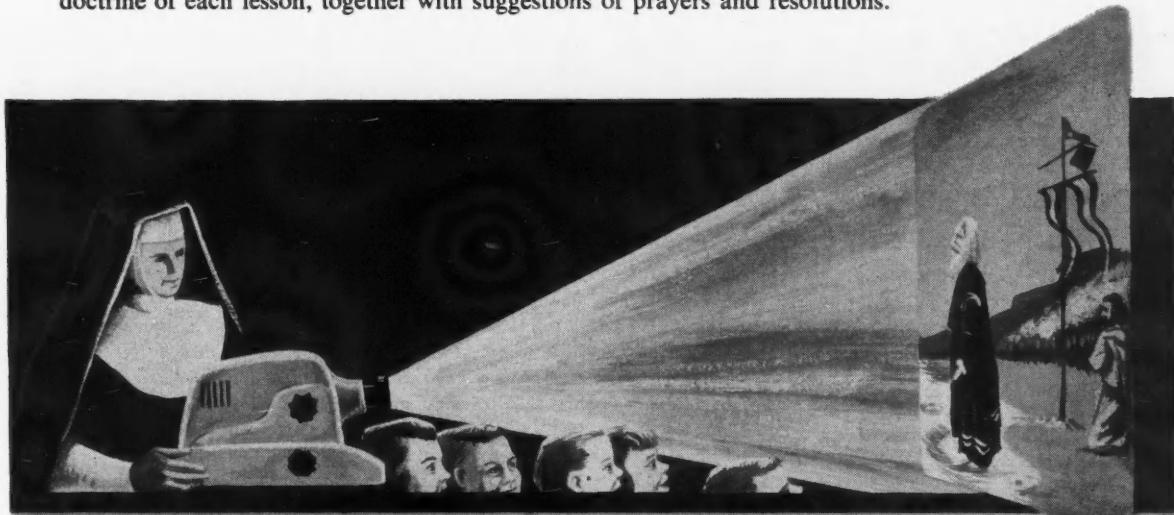
**THE SACRAMENTS**

10 units

**THE COMMANDMENTS**

10 units

For: Parochial School Children; Released Time Classes; Confraternity Groups; Convert Groups. Each unit contains a filmstrip of 60 frames of original art work in color; with each comes a 10 minute DRAMATIZATION on RCA records plus a complete LESSON PLAN for teaching the doctrine of each lesson, together with suggestions of prayers and resolutions.



For brochures or to order: **St. John's Catechism**  
**St. John's University**  
**Jamaica 32, N. Y.**

or: **Brian Press Inc., Publishers**  
**839 Stewart Avenue**  
**Garden City, N. Y.**

*Requiescat in pace*

## EDWARD A. FITZPATRICK

### A Memorial Tribute

by William M. Lamers, Ph.D.

Asst. Supt. of Schools, Milwaukee, Wis.



Edward A. Fitzpatrick, Ph.D., LL.D.  
(1884-1960)

■ In the death of Edward A. Fitzpatrick, Catholic education in the United States—and probably throughout the world—suffered the loss of its most distinguished lay representative of the twentieth-century. Through the administrative posts he held, the pupils he taught, his editorial services, the larger audiences which he reached by his multitudinous writings, and his professional activities, he changed and shaped much of Catholic education at all levels, from the kindergarten through the graduate school and in many areas from the teaching of vocational subjects and skills to the teaching of theology. He was catholic in his educational interests, preoccupations, and services as he was Catholic in his loyalty and basic philosophy. And withal, in addition to making these substantial contributions in the field of his primary choice, he ranged widely and successfully in activities that form the happy burden of the distinguished citizen. As one looks at his record of achievements, one is tempted to say of him what Matthew Arnold said felicitously of Shakespeare: "O myriad minded."

\* \* \* \*

Edward Augustus Fitzpatrick was born in New York City, August 29, 1884, the eldest child of Thomas and Ellen (Radley) Fitzpatrick. His father and mother were second generation Irish in the United States. He knew nothing of his ancestry in Ireland. His father died early, and his mother remarried.

The little family—mother, stepfather, and four children—lived humbly among people of Irish descent in the teeming neighborhood that produced Al Smith. Brooklyn Bridge cast a shadow over it, and Fulton Fish Market was a landmark. Like many a child of poor immigrants, Ellen Fitzpatrick had little education herself. But she respected learning, and was determined that her oldest son, whose ability she early recognized, should get all of it he could. From her he acquired a hunger for books and education that became a lifelong, consuming drive. Even more precious and fundamental, from her and from the pastor of St. Theresa's Church, he gained a *feeling*

for Catholicism and a zeal for it. He was Catholic to the core, and while the intellectual side of his Catholicism matured slowly, the personal side was rooted deeply in a simple, sacramental approach. He lived his Catholicism long before he analyzed it, and he did not cease to live it. And the better part of it he learned on his knees.

### A Self-Taught Catholic Philosopher

Strangely enough it seems, in the refinement of his religion, in his basic Catholic philosophy, he was largely self-taught. After a couple of weeks at St. James School, he was transferred to the public school, and from the elementary grades he moved through the public high school, graduating in three years, but receiving five years equivalency credit through taking the Regent's Review Examinations. He himself described his life during these years as "life of every ragamuffin child of poor parents on New York's lower East Side. It was a great democracy, this life of the streets, and it knew no law but that of excellence. You found your own level by what you were. It knew another law: the best defense was offense. For me in this maelstrom there is one figure who was its good genius: my mother."

While he did not distinguish himself as a student during his high school years, the faculty sized up the effervescent, blue-eyed young man with the remarkable talents, and recruited him into teaching, and in September, 1903, when he was less than a month beyond his nineteenth birthday, Edward A. Fitzpatrick joined the staff of Manhattan's Public School No. 147. This was the casting of the die. He remained in this position for five years, meanwhile enrolling in Columbia University. Dr. Fitzpatrick's profound understanding of the early roots of education dates largely from this period. Although his first assignment was to a self-contained elementary classroom, he soon became a teacher of English in a departmentalized swing. In 1906 he received both his bachelor's from Columbia, and a diploma in the teaching of English, from

*As the CATHOLIC SCHOOL JOURNAL goes to press this month, we mourn the death of our editor. Dr. Edward A. Fitzpatrick, 76, died of a circulatory ailment in a Washington, D. C., hospital, on September 13, 1960. After a funeral Mass at St. Matthew's Cathedral, he was buried at Arlington National Cemetery.*

*For 31 years, Dr. Fitzpatrick edited the CATHOLIC SCHOOL JOURNAL. He served Catholic education well with his wise, piquant comments — and often unabashed criticism. His sparkling personality made him unforgettable: to his friends, he was a beloved "Fitz" . . . to others, a remembered teacher . . . a respected civic servant . . . but above all, a true Catholic intellectual.*

Teachers' College. In 1907 he was awarded his master's degree from Columbia; and in 1911, his doctor's.

The conspicuous excellence of his teaching of literature soon brought new opportunities, and from 1908 through 1912 he was a member of the faculty of the New York High School of Commerce. He liked to tell how during this period a school inspector found him reading to his class, and the class laughing. Here was something new, startling, and good: a teacher who could read a humorous passage in the Roger De Coverley Papers and get a laugh. This was more than an exception. It was a phenomenon. Meanwhile such national figures in education as Dr. Edward L. Thorndike, Dr. Paul Monroe, Dr. Frederick Sykes, and others, were coming to know and respect the brilliant young graduate student, and when Mr. Fitzpatrick, resenting unprofessional practices, had a falling out with some of his superiors, in June, 1912, under impressive auspices he entered a new school in a new field, the Training School for Public Service. Thus by accident there was begun the dual career that Dr. Fitzpatrick followed for almost forty years. He was at one and the same time the professed educator and the professed public servant.

One of his first assignments brought him to Wisconsin to make a survey of Wisconsin rural schools. He expected to return to New York in eight weeks, but remained in Wisconsin for thirty-five years. In Madison he served with Dr. Charles McCarthy, legislative reference librarian, a pioneer in Public Service, friend of the great, confidant of Presidents, and a national and world-wide figure. McCarthy was a thinker, a doer, a reformer in the best sense of the term. Dr. Fitzpatrick said simply of his intimate association with McCarthy: "He encouraged me, guided me, and recommended me for every job that came his way." When the rural survey was completed, Dr. Fitzpatrick made a survey of Wisconsin normal schools. Next he prepared a manual on training for public service. Other assignments in public service followed. Finally, with the outbreak of World War I, Dr. McCarthy was appointed draft administrator of Wisconsin, with Dr. Fitzpatrick as his assistant. When Dr. McCarthy assumed other war duties, Dr. Fitzpatrick succeeded him in the selective service post, and as Major Fitzpatrick produced a selective service record in Wisconsin that was called "enviable." It was probably the outstanding record of its kind in the nation during World War I.

By now Dr. Fitzpatrick's achievements had brought him national prominence, and had gained him many admirers in high places in Wisconsin. It was no surprise then, when the office of Secretary of the Wisconsin State Board of Education

was vacated, that he should be selected for the post. The board, which had been created in 1915 to assist in co-ordinating and integrating the several educational functions of the state, was essentially a fact-finding body, with very little actual power.

However, Dr. Fitzpatrick entered upon his task with his customary zeal and thoroughness, and set out to discover what the facts were, and to bring them and his recommendations based on them to his board, the legislature, and the people. The facts he organized became matters of concern to budget-makers. He undertook surveys. He exposed abuses and duplications of function. He asked embarrassing questions, and demanded answers. Naturally in some quarters he grew unpopular, particularly with the leaders of educational agencies that were out-of-date, or functioning out-of-purpose. As a result, with a change of state administration, and despite its excellent work, the Wisconsin State Board of Education was abolished by the legislature on recommendation of the governor. The *Wisconsin State Journal* commented that, "Wisconsin has seen the political death penalty applied to those in its employ who put service above politics."

#### Foremost Catholic Educator

In June, 1923, Dr. Fitzpatrick left the service of the state, and after about a year in industry doing public relations work, in May, 1924, he became dean of the graduate school of Marquette University. He remained in this position for fifteen years. Dr. Fitzpatrick's activities as dean can scarcely be summarized in this brief notice. Suffice it to say that he took over a young, small graduate school — graduate studies at Marquette had been organized into a separate school only two years before his arrival — and developed it in staff, student body, standards, and productive scholarship to a position of respect in the world of graduate education. Meanwhile, he himself moved into a commanding position in Catholic and general education circles, whether as administrator, philosopher, teacher or editor — in 1929 he became editor of the CATHOLIC SCHOOL JOURNAL. During his years at Marquette he made his presence felt as a member of the university council, and not a little of the substantial growth that has made Marquette one of the great Catholic universities of the world — in spite of its youth — can be traced to Dr. Fitzpatrick's contributions. He also served as educational director of Marquette's college of hospital administration — the first of its kind in the world. Through these years he wrote and published constantly: books, pamphlets, periodical articles, editorials. While there is no definite bibliography of Dr. Fitzpatrick's publications, to

estimate them at more than 400 items seems conservative to one who began to list them. Such productivity, never achieved at the sacrifice of excellence and ranging over a wide field of subjects, was in itself a significant and stimulating educational resource made available by Dr. Fitzpatrick. "Imitation," said Dr. Holmes, "is the sincerest flattery." Dr. Fitzpatrick's example became motivation and a way of life for many of his pupils and admirers. He taught much simply by what he was.

Among his pupils and admirers were a group of six teaching nuns of the School Sisters of Notre Dame, whose mother house was then located in Milwaukee. For many years this order conducted a college for young women at Prairie du Chien, Wisconsin. Desiring to move their college to Milwaukee, and to guarantee that it would in every way be a first class institution, the order enrolled this group of nuns in Dr. Fitzpatrick's course in educational administration. As a result of the high respect these pupils gained for their teacher, when, in September, 1929, Mount Mary College opened its doors, Professor Fitzpatrick became Chancellor Fitzpatrick, and later President Fitzpatrick. For five years Dr. Fitzpatrick continued to serve both as dean of the Marquette graduate school and as president of Mount Mary College. From 1934 to his retirement in 1954, he confined himself to the latter post. Again, as at Marquette, his administration at Mount Mary was marked by the cult of excellence, and his contributions were many, varied, and notable.

The military services of Dr. Fitzpatrick can only be mentioned. From 1934 to 1942, he served as a lieutenant-colonel in the Special Reserves of the United States Army. As a colonel he was on active duty in the office of the Director of Selective Service from April, 1942, to August, 1945. He wrote much of the basic philosophy and administration implementation which became the Selective Service law and regulations for the United States during World War II. From June to September, 1946, he was a staff member of the Industrial College of the armed forces. — And these are only a sampling out of a dozen or more key assignments at the national level.

#### Recipient of Many Honors

A miscellany of other appointments, assignments, and honors may well suggest Dr. Fitzpatrick's industry, versatility, and achievements. At one time or another he was a member of the Advisory Board of the Industrial College of the Armed Forces, personal representative of the administrator of the United States Foreign Economic Administration on a mission to France, chairman of the Wisconsin State Recovery Board and N.R.A. Conciliation Board, winner of the *Modern Hospital* essay contest, and of the Sachs prize (\$1,000 for the best educational essay, Columbia University). He drafted the first minimum wage law for Wisconsin teachers, the Wisconsin educational bonus law (for World War I) veterans, the half-time school law for children in industry. He served for one term as president of the Association of Presidents and Deans of Wisconsin Colleges. He was member and officer of many learned societies.

Loyola University of New Orleans, Loyola University of Chicago, St. Louis University, St. Mary's College of San Francisco, St. Mary's College of Winona, and St. Norbert's College conferred honorary doctorates upon him. At LaSalle College, Philadelphia, the Brothers of the Christian Schools "affiliated" him, that is conferred on him an honorary membership in their society, a distinction granted to a few outstanding contributors to Catholic education. And on Dr. Fitzpatrick's retirement from Mount Mary College, Pope Pius XII bestowed

a special apostolic benediction upon him, for his "outstanding service" to Catholic education.

Dr. Fitzpatrick was married to Lillian V. Taylor. Mrs. Fitzpatrick and three of their five children survive him.

\* \* \* \* \*

To the writer, whose privilege it was to know Dr. Fitzpatrick for more than a third of a century, to work with him intimately for sixteen years, and to gain the more personal insights that come from occasional shared moments of leisure, the public record, impressive though it is, seems a bald and fragmentary statement. It tells in partial fashion the external achievements of a brilliant man whose industry was such as to cram three or four lifetimes of tremendous, rich, rewarding, interesting activity into a single life. But he was something more than his record.

#### An Unashamed Intellectual

No one who knew Dr. Fitzpatrick — and while all his acquaintances respected him as a person and had regard for his integrity, not all took kindly to him or he to them — ever found him "ordinary." He had "effervescence." Those fortunate enough to call him teacher and mentor will never forget his delight in learning something new, his scorn for educational fraud and sham, his devastating dismissal of slipshod work. He had a way of asking questions that carried both sting and challenge, and of puncturing little knowledge with a barbed quip. He had small patience with lazy minds, and he put the goad to his own. His was a mental universe organized like a telephone switchboard. Somehow or other, by thinking, everything could be connected to everything else. He was an unashamed intellectual.

He never allowed himself to be without many tasks; never without preoccupations; never without pencil and paper for taking notes of ideas that came into his head in strange places and at odd times. He quoted Carlyle: "Produce, produce, were it but the pitifullest, infinitesimal portion of a fragment, produce it in God's name. 'Tis the best thou hast in thee. Out with it then." His prodigious output was partly the result of seizing time by the forelock. He enjoyed being busy, and he possessed a rare power of working, whether continuously or intermittently. "After my childhood," he once told the writer, "trying to study with three smaller children playing in the same room, I could concentrate in a boilershop." — And undoubtedly he could.

He could be tough, and the prospect of a fair fight brought a smile to his face and a glint to his eye. In this regard he was the knight errant, who entered the contest without asking the size or strength of his opponent. And yet he had the sensitivity of the troubador. When he read poetry to his class, his pupils enfolded the poetry with tapestried layer upon layer of new understandings. He lived and loved poetry, and read it with exquisite feeling and easy precision.

He kept his youth well and seemed not ageless, but perennially young. He was a large, handsome man, with the sharp profile of a matinee idol of yesterday, who kept his good carriage and fine figure to the end. Most characteristic of him was a shock of unruly brown, and then grey, and finally, white hair. His smile was easy and spread to his eyes. He laughed readily and often. To the last his manner was boyish, jesting. He loved people and society, and took life in stride. He will not die quickly or easily in the memory of his friends . . . or in their hearts . . . or prayers.

"The rest is silence. Now cracks a noble heart. Good night, sweet prince, and flights of angels sing thee to thy rest."

*Requiescat in Pace. Amen.*

# *The* **Catholic School Journal**

VOL. 60, NO. 8 OCTOBER, 1960

## Let's Improve Our Faculty Meetings

By Sister M. Alida, S.S.N.D.

Community Elementary Supervisor

Our Lady of Perpetual Help Convent, Roxbury 20, Mass.

■ Of all the supervisory techniques the most common and the most likely to be reluctantly tolerated or even resented by teachers, is the faculty meeting. With the rise of the principles of group dynamics and democratic supervision, many supervisors have tried to transform the teachers meeting into an opportunity for exploring problems together and sharing experiences. The administrator with the help of the faculty members should provide the leadership, stimulation, and motivation for developing a program of professional meetings to counteract this apathy

among teachers. Administrators must remember that cultural and educational leadership can be their greatest contribution to education.

### Discussion By and For Teachers

Faculty meetings are either a device for administrative convenience or an important part of the school program which aims at the development of the professional staff and the improvement of instruction. In order to maintain a good school, the faculty must function as a group, composed of speakers and listeners, discussing school policies and

problems in a co-operative, friendly atmosphere. The success or failure of faculty meetings rests on the interchange of proposals, ideas, and suggestions. Jones states the following requisites for the successful administrator:

"First, he must know what good teaching is. Secondly, he must have his own philosophy of education clearly defined. Thirdly, he must be able to assist teachers to see how they can contribute to the solution of the problems being discussed. Fourthly, he must realize that teachers rely on him for help and he must be prepared to give them help. Fifthly, he must recognize that who-

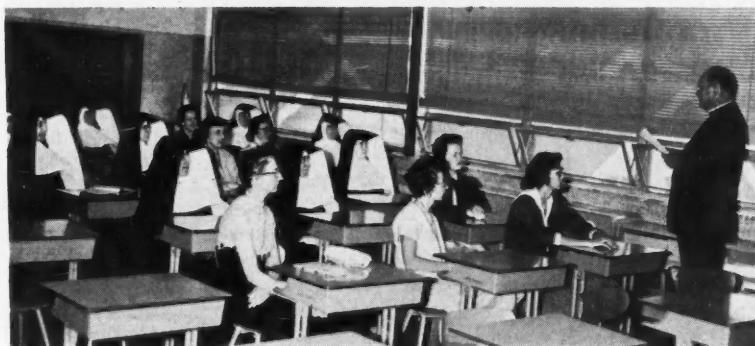


Photo from The School Sister of Notre Dame

At a faculty meeting, Sisters and lay teachers get pointers on teaching religion from their pastor.

ever, whether a member of the faculty or himself, conducts the meeting, it should be made a learning situation. It is not what he can do alone but rather what the faculty can do together. Sixthly, he must be a person who is able to take justifiable criticism and use it to an advantage. Lastly, he must be the type of individual in whom teachers have confidence as a leader and from whom are willing to take advice and suggestions. It is his duty to help teachers to grow and develop professionally through more effective faculty meetings.<sup>1</sup>

### Scheduling the Meetings

A vital factor—and one which will have tremendous weight as far as the faculty's enthusiasm and interest are concerned—is the scheduling of faculty meetings. They must be arranged in advance and held at a time suitable and convenient for the staff. The scheduling of meetings should be worked out in a framework that includes the assumption that faculty planning and policy formation are a part of the job and that gives the faculty a major portion of the decision as to the specific time for meetings. In discussing the problem of timing, Lewin has this to say:

"It is essential that the administrative staff and teachers convene frequently to maintain proper communication, as well as to discuss important issues, whether they be related to the curriculum, the improvement of teaching, or the handling of administrative problems. Some of these topics receive better consideration when they are the agenda for small groups, rather than large ones. It is also an established principle of group processes that participation is more satisfactory when group size is limited."<sup>2</sup>

Educators are unanimous in endorsing a pre-school meeting as an excellent means for establishing harmony and good will among teachers. All recognize that pre-school meetings are a time of professional growth, inspiration, and cultural advancement for the instructive, supervisory, and administrative staff of the city schools. This is especially advantageous for the beginning teacher, affording an opportunity to meet informally and socially thus establishing rapport with his fellow-workers. The success of this and future meetings is dependent not only upon the time schedule but also upon the

physical setting where the meetings take place. There is a definite need for pleasant surroundings, such as in the library or in some other room which has a flexible furniture arrangement.

Having set the stage for the meeting, it is suggested that a faculty meeting planning committee be democratically selected to draw up the agenda. This committee should rotate so that each member of the faculty has the opportunity to work on it intermittently. Items suggested for the agenda should be given to the chairman of the committee. In this way the agenda will be made up of those topics which the staff considers important and will be developed by the total staff. Prior to the time set for the meeting, the agenda should be made available to the teachers.

### Problems for Discussion

Anderson suggests topics which are always in the forefront of any good system:

1. What about the gifted or superior child? Is he being neglected at the expense of our efforts on the slow learner?

2. A scientific study and report of drop-outs should be of extreme interest to teachers.

3. It is doubtful if many schools are taking full advantage of the use of visual aids in the presentation of subject matter. Many excellent films are available—even on classroom techniques.

4. The remedial and developmental reading program of the school should be sympathetically understood by the faculty.

5. The testing program with its availability and validity always needs attention.

6. The school philosophy and its objectives need constant emphasis so that no one will lose sight of the goal of education.<sup>3</sup>

These problems concern the entire group, and therefore, can readily be probed in a general meeting. The function of the principal is to create an atmosphere that is easy, yet business-like. He, or a chairman appointed by him, should guide the flow of the discussion, clarify questions, and keep the group on the topic. The most valuable function that the principal can perform is to summarize the discussion. Through

<sup>1</sup>James J. Jones, Ed.D., "How Can We Improve Our Faculty Meetings?" *Educational Administration and Supervision*, XLII (Mar., 1956), 178-180.

<sup>2</sup>C. R. Lewin, "Approach To The Faculty Meeting Dilemma," *California Journal of Secondary Education*, XXXI (Dec., 1956), 455-456.

<sup>3</sup>H. H. Anderson, "How Can Faculty Meetings Be Made More Professional?" *National Association of Secondary School Principals Bulletin*, XL (Apr., 1956), 108-110.

this process he gives order to the discussion.<sup>4</sup>

### Encourage Teacher Participation

Thus we see that the faculty meeting belongs to the teachers. They can be creative sessions when there is maximum cooperation and participation by the total staff. Directives can be issued through bulletins rather than by turning the faculty meeting into an announcement session. Particular problems peculiar to smaller groups can be handled at grade-level meetings or departmental meetings. There are limitless possibilities for correlation of subject fields, for centering the school upon the child, and for learning about pupils. The admission that teachers can help in many areas and the recognition that they add to the wisdom of many decisions, thus helping themselves as professional people through their contributions, will elicit the sincere respect of the administration for the help which the teachers can give.<sup>5</sup>

We must be convinced of the vital part that the faculty meeting plays in the school program; we must be aware of the need that it fulfills. Then and only then will we co-operate to the fullest in keeping discussions on a constructive level, in striving for full teacher participation, in preventing triviality from taking over, in keeping the meeting moving, and in closing the meeting before the faculty loses zest. Wiles recommends the keeping of records:

"A permanent record should be kept of every meeting which includes the name of the group, date, meeting place, members present, members absent, problems discussed, suggestions made, problems referred, decisions reached, responsibilities accepted or assigned and plans for the next meeting. The record is essential for securing continuity of planning and avoiding waste of time through repetition. The planning committee of the faculty can use it as the basis for determining the phases of the program that need greater attention and the faculty-meeting agenda committee will find the record a source of guidance in assigning items priority at the next meeting."<sup>6</sup>

<sup>4</sup>See Chester T. McNeerney, *Educational Supervision* (New York: McGraw-Hill Book Company, 1951), p. 228.

<sup>5</sup>See T. Briggs and J. Justman, *Improving Instruction Through Supervision* (New York: Macmillan Company, 1952), p. 407.

Also Margaret E. Mann, "Faculty Meetings, Dead or Alive?" *Clearing House*, XXX, Nov., 1955, pp. 157-158.

<sup>6</sup>Kimball Wiles, *Supervision For Better Schools* (New York: Prentice-Hall, 1955), p. 165.

**Teamwork among students, faculty, and parents  
can help achieve that important, but elusive "school spirit"**

## *How to achieve* **SCHOOL MORALE?**

By Brother Paul A. Sibbing, S.M.

■ An army with high morale usually is a winning army; a school with high morale is a superior school. Evidence of high or low morale will be found in practically all activities, but morale is an essential factor in the successful and efficient operation of large groups. It is an elusive quality that sets the stage for doing the seemingly impossible; its absence causes an otherwise good individual or organization to flounder when the going becomes a little tough.

Morale does not develop by accident, and low morale also has its contributing causes. These varied causes affect the spirit of the human beings involved and, depending on the reaction, there is a raising or lowering of the level of effective work. What are some of the situations that influence the morale of members of a school staff?

### **The Principal and the Faculty**

Research in industry and business has revealed that technical knowledge of the job is not the only factor in a workman's efficiency and success; his attitude toward the job may be more important than his skill. This attitude is compounded of his feelings towards his employers and his fellow workers, and their feelings toward him. The output of work, both in quantity and quality, soars or slumps, depending on the degree of harmony that prevails in the human relationships of these groups.

The same condition holds for a school and with even more force, because inert machines are replaced by living personalities, the children. Two basic factors fundamentally govern the harmony and happiness of people who work together: the desire of every individual to feel

important; and the almost equally strong desire to feel secure and at ease in his human relationships.

Thus, when growth and accomplishment are evident in a school, brought about by co-operative planning of administration and staff, there is a glow of satisfaction that encourages further endeavors. Natural and spontaneous expressions of appreciation and commendation further this fine feeling. Needless to say, the pat on the back is effective in both directions, because administrators, as well as teachers and the non-teaching help, are human. Failure to show appreciation when opportunity arises can very well smother morale; more deadly is the taking of credit for what another has done.

Morale involves a sense of belonging on the part of the individuals in the group. Teachers, and for that matter custodians also, like to have a hand in planning. Aside from the lift it gives them, asking their advice is a good administrative technique. It is a very effective means to gain good will, especially when an extra dash of work or when irritating situations are involved. The staff should know what is going on. There should be free and easy communication up and down the line of command. When teachers shrug their shoulders and wryly state, "We don't know what's going on," they are not "in" on the planning and it is quite evident that morale is at low ebb, or at least theirs is. And if the entire staff says the same thing, then the school is floundering.

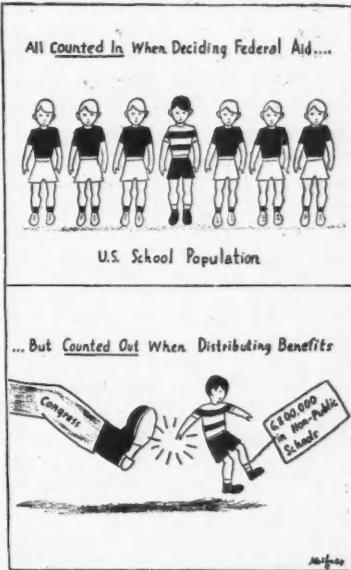
### **Plan Faculty Teamwork**

Enthusiasm for the school can be engendered by other devices. New teach-

ers in the school will catch its enthusiasm if there is some sort of orientation. A faculty handbook or pre-school meetings can give them a feeling of security, a better professional outlook, an overview of the program, and acquaintance with the basic subject matter. Young teachers are greatly aided by planned observation of other teachers, demonstration teaching, and acquaintance with the teaching materials available. Regular planned faculty meetings are imperative if the spirit of the staff is to be maintained. Public relations must be held at a high plane to get the needed boost from the outside. Self-evaluation and co-operative curriculum planning must run like a thread through the fabric. Individuals should be given definite responsibilities within their authority and jurisdiction. Group responsibility, by way of departments and committees of various types, is very important to bring out the latent powers of individuals. Henry Ford maintained that there is no man living who cannot do more than he thinks he can; and high morale brings it out.

When everyone on the campus, from the chief administrative officer to the little yard boy, is not simply clicking off the hours; not merely doing a good technical job; but working to attain the highest objectives of the school—the temporal and eternal good of the precious charges confided to it—then we have MORALE spelled in capitals.

### **TAXED TO BOOT**



Seminarians teach catechism at the experimental classes at Alverno College, Milwaukee. At top right is a two-way mirror by which the student priest may be observed by his instructors or superiors.



## Preparing Competent Priest-Catechists

By Rev. Joseph T. Konkel, M.A.

Instructor in Catechetica and Homiletics  
St. Francis Seminary, Milwaukee, Wis.

■ In the interest of furthering the priest's role as instructor of religion, catechetical courses in our seminaries throughout the country have become more practical. Much of the change has been effected by the increasing need for priests as full time teachers of religion in our grade and high schools and also the need of priests as trainers of the lay teachers in the program of the Confraternity of Christian Doctrine. The vast school enrollment forcing great numbers of our Catholic children into public schools demands that the priest play the principal role in teaching religion. Time was when the priest occasionally visited the classroom: to give out report cards, to quiz the pupils on their readiness to receive the sacraments, to correct abuses, etc. Today many priests spend more time in the classroom than in the rectory. This is as it should be. It is for the work of teaching religion that he is ordained. He is the theologian in the parish, charged with the commission of teaching the truths of faith, especially to the young.

The vast body of knowledge acquired

through the study of the sacred sciences is a precious possession of the priest. At all times he must be eager to transmit, convey, and communicate the riches of this treasury acquired through long and anxious years of study. To guarantee a modicum of success in "handing on the faith" he must be professionally trained in the seminary for teaching. The priest-teacher has no greater work than forming the conscience of the child, molding his mind, building his character. Competency in performing this task, therefore, is of supreme importance. He must understand the child, know the vagaries of adolescent behavior, be a master of discipline, and above all, he must be a kind, gentle, and loving master. He must indeed be "father" to all.

### Courses in Education Are Vital

Teachers, generally, find the bridge between theory and practice frustrating. Some never seem to manage a crossing; others spend wearisome years learning the hard way in the school of experience where the tuition is often excessively high. For the priest-teacher every-

thing is at stake. His very vocation is involved. For the priest to refuse the work of catechizing, purposely to neglect the instruction of the young because of ineptitude or indolence, constitutes a condemnation at once serious and frightening. The seminary, therefore, must do everything possible to make the student "teacher-conscious," to make him love the work by training him adequately in the great art of teaching. In fact, everything taught in every course should be taught with this objective in mind. This is especially true of the education courses. In educational psychology the student must be made to view teaching professionally. This course offers limitless possibilities for exploring the whole business of teaching and learning, all geared to meet the situations to be encountered in later years as catechist. Child and adolescent psychology must not be chapters in a book to be covered, but must themselves become subjects to be pursued throughout the remaining years of study in the seminary. As a curate, the priest works chiefly with the young. While he prepares for this work in the seminary

he must be encouraged to learn all he possibly can about the mind and manners of the child and adolescent. Much of this learning should be obtained firsthand through supervised practice teaching experience. Unless this practice accompany the theory, there is little reason to hope for intelligent teaching once the student is ordained.

In the history of education course wonderful opportunities abound for the future teacher of religion. Special stress should be placed on those educators whose genius shines brilliantly in the field of religious education. A study of the eminent catechists and educators from St. Augustine to the most recent theorist should furnish the student with a knowledge and background that will serve admirably to equip him for his work. Vives, Dupanloup, Fenelon, Comenius, St. John Baptist de LaSalle, Vittorino da Feltre: the contribution made by these men to the teacher of religion is so rich that it would be a sin, educationally, to have only a cursory acquaintance with their works.

The best place in the curriculum for the theory of catechetics is in the first year of theology, and this for some solid reasons. The student privileged to catechize during the summer vacation, (as is done in many dioceses) has the advantage of having had the theory of catechetics early enough to aid him in his summer assignment. Also, the student studying theory can see it translated into practice as he observes the men in their final year of theology actually teach. It proves effective to use the students of theory as critics of these teachers. This plan has been followed by our seminary for the past five years, thanks to the generous co-operation of the School Sisters of St. Francis who have aided us immeasurably in furthering our teacher-training course at their Alverno College Elementary School. This program has made a vast difference in the quality of teaching done by our priest-catechists in the parishes where they labor. At this experimental school the Sisters are experts, and their written criticisms form an integral part of our seminary's teacher-training course.

#### Integrated Activity Method

Father Joseph Collins, S.S., and his staff at the Catholic University of America, have designed a method, a procedure which seems best suited to meet the needs of our times. Their Integrated Activity Method, explained adequately in Father Collins' book *Teaching Religion: an Introduction to Catechetics*,

has great merit. It contains the best elements formulated by renowned catechists and educators throughout the centuries. This procedure

"... incorporates the basic elements of the Munich Method together with pupil activity by means of assimilation exercises, pupil-centered techniques which have stood the test of modern classroom experience. The Integrated Activity Method may be used as a general teaching procedure for classes in catechism, Bible and Church history, or in any other subject found in the religion course, whether on the elementary, secondary, or college level."<sup>1</sup>

A thorough study of the steps of this method, viz., preparation, presentation, explanation, application, assimilation exercises, and organized recitation, assures order and definiteness in planning a lesson. The first three steps are mainly teacher-centered procedures. Student participation is secured by the remaining three steps. Each step contains excellent elements to gain and hold the attention and interest of the pupils. All-embracing though the method is, mastery of even one step lifts the catechist above the mediocre teacher and registers effects bound to give confidence to the novice teacher. Classroom situations may demand adaptations or omissions, but these stages in teaching and learning are vital to intelligent classroom procedure.

#### Plan and Outline the Lesson

No one knows better than the pupil when a teacher is unprepared. For the priest to walk into a classroom, grab a catechism from one of the pupils, ask what he is studying, and proceed to examine the pupil on matter the priest should have first explained is the poorest type of teaching. In fact, it is not teaching at all. The priest is the authority in religion. His remote preparation has taken many years. But it is the proximate preparation that is all important. As in most cases, if the priest is part-time instructor he must co-operate with the Sister, learning in advance what matter is to be covered over a designated period. The priest, not the Sister, is to explain, reveal the truths to be learned. Now, nothing gives more satisfying evidence of a prepared lesson than a lesson plan — some sort of outline placed on the board at the beginning of class. This outline need not, in fact should not, be detailed. Key words or phrases often suffice. Informing pupils immediately of the objective of a particular lesson has a satisfying effect.

<sup>1</sup>Joseph B. Collins, S.S., *Teaching Religion*, Bruce, p. 122.

The outline, too, keeps the catechist from mental blackouts and time wasting "non-ad-rems." In this initial stage motivation must be stressed. The pupil wants to know why he is learning a particular truth, what it will mean to him personally. Also in this initial stage difficult terminology will be translated, — the outline serving also as a word study.

#### Use Visual Aids

In presenting the matter for study, concrete, tangible, sensible aids are brought forth to materialize the abstractions bound to form the vehicle of expression in the explanation, the most important step in catechizing. If any one factor has made for the better teaching of religion it is the intelligent use of visual aids. We emphasize the word *intelligent*, because inexpertly used, nothing can prove a greater waste of time. The course in catechetics must include not only an acquaintance with the material available but also a training in its proper use. If the instruction of the priest-catechist is to command attention it must, as Pius XII observed, "be marked by vividness and enthusiasm, be rich in imaginative appeal, amply illustrated with examples, and furnished with suitable comparisons."<sup>2</sup> Father Cassidy convincingly describes it,

"... contains elements that show a complete mastery of the laws of learning. . . . He applied the principle of apperception which is basic to teaching efficiency. A large part of teaching is perception building. The methods of instruction used by Christ were admirably adapted to the previous knowledge and experience of His hearers. . . . His discourses abound in parables which make reference to familiar experiences of farmers, shepherds, fishermen, and the people generally. His concrete illustrations and examples drawn from simple phases of nature — the mustard seed, the tree and its fruit, the lilies of the field, the birds of the air, the sheepfold, the draught of fishes — correlate His sublime doctrine with the previous knowledge of His audience and provide for its retention."<sup>3</sup>

The intelligent use of visual aids goes far in approximating the ideal set by Christ, the Master Teacher. If we teach by analogy ("The kingdom of heaven is like . . .") then we employ the great principle of apperception. New material is taught in terms of previously acquired knowledge; from the concrete we

<sup>2</sup>Pius XII Address to Catechists at the International Catechetical Congress, Rome, 1950.

Our Lord's teaching procedure, as

<sup>3</sup>Rev. Frank P. Cassidy, *Molders of the Medieval Mind*, Herder, 1944, p. 27.

come to understand the abstract; from the particular we easily learn to apprehend the universal.

The novice teacher too often depends too heavily on visual aids. In teaching religion the appeal must be primarily to the intellect to bring about understanding and comprehension. Grant that this knowledge comes chiefly through the senses, no picture, no story, no recording, nor any device the ingenuity of the teacher can invent, will ever teach the lesson. An aid is an aid and nothing more. The exposition of the truth, the careful explanation of the dogma by the catechist is, and has always been, the most important factor in teaching religion. But this explanation must never take on the nature of a lecture, an uninterrupted flow of words consuming the religion period. The child's attention span is discouragingly short. He does not hear half of what the catechist says. To mind, comes the pupil's complaint:

*I have five senses you must reach,  
If I'm to learn, and you're to teach;  
With taste, touch, smell and sight  
so clear,  
Must I receive all sense by ear?*

#### Illustrate With Stories

The most enchanting and beguiling phrase in any language is "once upon a time." There is no surer way to capture the attention of the pupil, no more effective means of holding the mind enthralled than through storytelling. Wise teachers have realized the story's great power to build character, to inculcate truth, to furnish noble motives for virtuous living, and to encourage high-mindedness in the pursuit of ideals. Teachers of religion especially ought to realize the tremendous possibilities inherent in the story as a powerful medium to accomplish their objective, the sanctification of the souls committed to their trust. Christ was the world's greatest teacher. His use of the story form in teaching was so constant that His Name has been identified with the parable, a form of story. Following the Master, the teaching Church from Apostolic times has used the story method in teaching the truths of faith to her children. Recall St. Augustine's words found in his excellent catechetical treatise *De Catechizandis Rudibus*: "The Bible, from the creation to the consummation, must be the material in catechization." The stories of the Bible please the child; they suit his tastes. Where will you find greater tales of adventure, more exquisite idylls, more arresting ballads, more sublime annals of high purpose and noble achievement

than in the Bible? Why perpetuate the fabrication of man, as found in the library of child literature, when the truths of God can be given in stories powerful in plot, fascinating in character, and beautiful in setting, as found in the Bible? John Ruskin once observed that the Bible would be pre-eminently the child's book even though it had no religious value above other books. The Bible story must form an integral part of every religious instruction. Speech classes in the seminary should be used to teach the difficult art of storytelling. It takes years to gain proficiency in this art.

The story is a form of entertainment, probably because of its very nature. Some may fear lest its entertainment value outweigh its instructional value. It will not do to turn the classroom into a showroom, to amuse instead of to instruct, some naively reason. Some teachers frown upon certain visual aids in teaching because the pupils appear to be having a pleasant time of it. And why should they not? Teachers can learn much from the entertainment world, as to effective ways of gaining interest and imparting knowledge. Why should we take the joy out of religion, as we certainly do when we curtail or rule out the entertainment quality which, for the child, is such a necessary element in learning? If we are interested in forming right attitudes, we ought not impede our effort by ignoring the immense values inherent in learning through amusement. If the child learns more out of school than in the classroom, perhaps we had better examine our efforts more closely.

#### Use the Chalkboard

A good catechist uses the chalkboard continually. Children have great powers of imagination and take real delight in watching the creative hand of the teacher give life to his expression of religious truths. Everybody can draw. No matter how crude the attempt, the charity of the children accepts our meanest efforts as their fertile imaginations fill in what is wanting artistically. The chalkboard remains the most inexpensive, versatile, and effective visual aid at the catechist's disposal. Even though it may seem like a kindergarten exercise, the student must learn in the catechetics course to draw limitless objects so that later his teaching will be marked by a vividness and definiteness as he attempts to concretize the abstract. Filmstrips are good; colored pictures are excellent; recordings are effective. Often these aids are too ex-

pensive or too time consuming in their use. Hence the chalkboard remains for all practical purposes the best aid for communicating effectively the knowledge of the faith to the child.

#### Learn to Teach Adolescents

Finally, a word is in order on the need for preparing the priest-catechist for his work with the high schooler. Many curates are assigned to part-time teaching in our Catholic high schools. Most of them in their respective parishes are in charge of the program of instruction of the students attending public high school. This latter work proves a bugbear to many, even though some may have lay teachers assisting them. Though the seminary course in catechetics touches on the teaching procedures to be followed with the high school group, practically no training is given for this specialized work. Some organized program should be planned to meet this need if we are to help the youngsters during their difficult years. The program of the Catholic Youth Organization succeeds in many ways, especially in keeping the youth of a parish in touch with parish life and activity. But it is in the actual religious instruction of these adolescents where improvement is needed. Again, it is the priest who plays the principal role in this work. To be competent he needs to be trained.

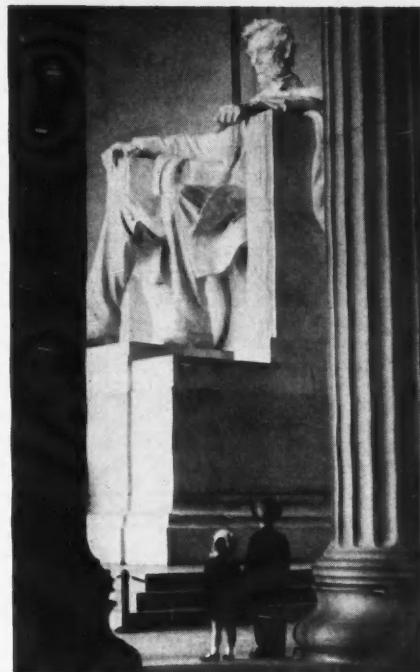
Though the seminary curriculum is overburdened, much can be realized in the education courses and in catechetics (as has been indicated) to help the student by getting him mentally set to later meet the challenges inevitably present in the high school religion class. On his own, too, the student in his final years of theology should find opportunity to observe the high school teacher at work, whenever and wherever possible. But even all this is too meager a preparation. Perhaps the best solution would be to have the young priests meet several times each year for the very purpose of exchanging ideas and experiences encountered in their work, and to call in experts, professionals from universities and high schools, to present papers on the subject of teaching the highschooler, with ample time set aside for questioning and discussion. Too, the priest-catechist should be encouraged to attend education conventions and catechetical congresses whenever possible. Best of all, the priest-catechists should have their own convention annually. Then, likely, we would find ourselves achieving competency in teaching religion.

# Educating for American Citizenship

*An Address at Alverno College, Milwaukee, Wis., July 31, 1960.*

By Edward A. Fitzpatrick, Ph.D.

Editor of the Catholic School Journal



Lincoln Memorial

I am glad of this opportunity to talk to you, who have been preparing yourself to meet your responsibilities with more knowledge, more insight, and even deeper dedication. I would like to talk to you about some of these responsibilities which are critical at this time for our country's welfare. It is the education for citizenship here and now. In their 1950 statement, the Hierarchy of the United States said that we were citizens of two worlds. They pointed out that the child belongs to this world surely, but "his first and highest allegiance is to the Kingdom of God." And naturally and necessarily the Bishops' emphasis was on the life with God in eternity, and religion as a principle of integration which would develop a sense of God, a sense of direction, a sense of responsibility, and a sense of mission.

## The Child as Citizen of the World

Today I would like to consider the child as a citizen of this world, and in this year of political conventions and of a presidential election, to talk about the child as an American citizen, his political responsibilities on the high level of a controlling moral law. And I shall always have in the background of the discussion that humanity is higher than

citizenship in the scale of values and broader in its obligations.

## Religion and Politics in the Open

In this critical political year, religion has been happily brought into the open, and the discussion has had a purgative and transforming effect on prejudice, misunderstanding, and misinterpretation and has released great human forces for greater social co-operation in the future. Apart from the effect on any candidates, what is opening up is the possibility of a fuller recognition of moral and religious principles in government and in our political life instead of being a cheap game for advantage, for contracts, with its concomitant payola, private gain, and administrative absolutism.

## American Citizenship in a Christian Framework

Yours is a high responsibility in training children for American citizenship in a Christian framework. It is no routine task, no restatement of textbook platitudes, no answer to true and false tests about mere facts. The teaching of religion must be less imitative of the knowledge objectives of secular methods, and the teaching of secular subjects, including training for citizenship, must be more kerygmatic, resulting in

a conversion of heart, and a personal commitment intellectually. It is a matter of dedication on your part, a thing of the spirit, using knowledge for human welfare, and to make the Catholic child a worthy American citizen, dedicated to our country, co-operating with all citizens without reference to race, color, nationality, or religion, emphasizing the eternal moral principle in the temporal political life, and working daily for a greater United States of America.

## Religion in Public Life in Earlier Times

Unfortunately there has been a tragic misunderstanding about the Christian's place in the contemporary life from the very beginning of Christianity. In the Encyclical on Christian Education, Pope Pius XI noted that, even in the third century, charges based on ignorance and prejudice against the participation in social life by Christians were made by cultivated pagans which were answered by Tertullian. And the Pope formulated the answer for all time:

"The true Christian does not renounce the activities of this life, he does not stunt his natural faculties; but he develops and perfects them, by co-ordinating them with the supernatural. He thus ennobles what is merely natural in life and secures for it new strength in the material and temporal order, no

less than in the spiritual and eternal." The Encyclical quoted sixteenth-century Cardinal Silvio Antoniano who says more specifically than Tertullian, that the Church forming the good Christians by spiritual means helps "to form the good citizens and prepares them to meet their obligations as members of civil society," and in the Church's view "the good citizen and the upright man are absolutely one and the same thing." And the Cardinal adds:

"How grave therefore is the error of those who separate things so closely united, and who think that they can produce good citizens by ways and methods other than those which make for the formation of good Christians. For, let human prudence say what it likes and reason as it pleases, it is impossible to produce true temporal peace and tranquillity by things repugnant or opposed to the peace and happiness of eternity."

#### The Catholic Spirit and the U.S.A.

It is amazing the attitude toward Catholics in our Colonial legislation of which there is no need to refer now, nor to the Maryland statute of religious toleration. This attitude continued during the national period, but at least legally the first amendment to the Constitution improved the situation. The fine American spirit of the first American bishop, John Carroll, helped greatly—and it should be noted he was asked by Congress to represent the United States in negotiations with Canada in 1776. Expression of the true spirit of Catholicism in the formative period of American Catholicism is made in the decrees and pastorals of the Baltimore Councils. From those of the first national synod in 1791 to those of the great Third Plenary Council of Baltimore in 1884, they breathe the purest patriotism. I choose not a great statement of the 1884 Pastoral but the earlier statement of 1843:

"Your strict integrity in the daily concerns of life, your fidelity in the fulfillment of all engagements, your peaceful demeanour, your obedience to the laws, your respect for the public functionaries, your unaffected exercise of charity in the many occasions which the miseries and sufferings of our fellow-men present; in fine, your sincere virtue will confound those vain men whose ingenuity and industry are exerted to cast suspicion on our principles, and evoke against us all the worst passions of human nature. Let then, your entire deportment be good, 'that whereas they speak against you as evil doers, considering you by your good day of visitation. For so is the will of works, they may glorify God in the God, that by doing well you may put

to silence the ignorance of foolish men.'

#### What Education for Citizenship Means

Long speeches are never palatable, so I present in summary form a conception of the ideal of American citizenship in a Christian framework that should inspire your effort, namely:

1. A citizenship that puts the public interest above the lesser interest of advantage for occupations, for denominations or neighborhoods, for merely personal gain, or for political faction or party.

2. A citizenship, alert, informed on the facts and principles of the American way of life, accepting as the key word responsibility—personal responsibility.

3. A citizenship that accepts social co-operation outside the sphere of government as an opportunity for public service, and encourages the resorption of governmental power by the community.

4. A citizenship informed not only on the externals of government, but also on its actual operation, opposing every type of bureaucratic red tape, wasteful

ment rather than the will of judges as the *Federalist* pointed out at the time of the birth of the nation, when it is based on law rather than sociological dicta, and when it will itself help develop a more orderly and restrained form of social revolution than judge-made law.

7. A citizenship which regards the legislature as the primary and basic safeguard, conservator, and promoter of the public welfare, and whose membership is made up of men whose vision is broader than their district or their party, and who are more concerned about the public welfare than re-election, and who are not forever seeking some new thing for publicity or legislation or for spending the people's taxes.

#### The American Spirit in Government

And how shall we describe the government which good citizenship will help create and support? It will be a government of laws instead of men, a government of service instead of power, a responsible and responsive government instead of an administrative absolutism, a government responsive to informed citizenship and cultivating a citizenship of individuals of a high degree of self-government in their own and their public life, a government of public servants who are servants of the best in citizenship cultivating individual self-government.

#### The America Catholics Love

As a result we want to see an America in which America is singing:

"Singing with open mouths their strong melodious songs."

It will be a beautiful land whose continuing prayer will be

*"God shed his grace on thee  
And crown thy good with brotherhood  
From sea to shining sea!"<sup>1</sup>*

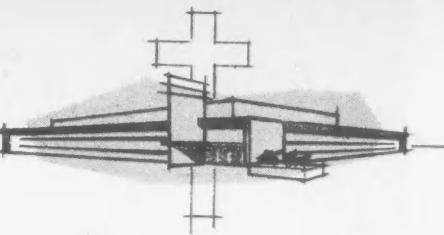
And the song of this land of the free and the home of the brave, with liberty and justice for all will be

*"Our fathers' God — to Thee,  
Author of liberty,  
To Thee we sing:  
Long may our land be bright  
With freedom's holy light;  
Protect us by Thy might,  
Great God, our King."*

#### Prayer for Public Officials

In conclusion let us offer the prayer of our first bishop — Bishop Carroll — who in the first years of our nation composed the prayer for public officials which is to be found in our prayer books and missals.

<sup>1</sup>"America the Beautiful" by Katherine Lee Bates.



# MODERN TRENDS IN HIGH SCHOOL CHEMISTRY

By Rev. George R. Follen, S.J.

St. Ignatius High School, Cleveland 13, Ohio

■ It has been my privilege to meet with and talk to hundreds of high-school teachers of chemistry from all sections of the country. I have yet to find one whose main ambition in the classroom is to be an entertainer, a raconteur, or a catalog. Chemistry teachers are, always have been, and always will be *educators*, men and women of high purpose, deeply devoted to bringing truth to eager young minds. They have no ambition to be merely reporters of facts and information.

Surely chemistry today is a science. The astonishing array of products from bubble gum to penicillin, from nylon clothing to rocket fuels witness the progress of chemistry from the days when Lavoisier stoked his charcoal heater in the Twelve Day Experiment. The centuries of alchemy witnessed man's feeble attempts to conquer matter and change it to his wishes. It was only when men ceased trying to change base metals into gold and examined familiar substances around them that men did indeed learn to master matter and force it to change into new products at their bidding.

### Astonishing Progress of Chemistry

Of all the physical sciences known today, it is safe to say that chemistry is the most advanced. While physicists struggle to discover a unified theory to correlate their encyclopedic knowledge, chemists serenely venture into worlds of which no one dreamed twenty years ago, safe in the knowledge that their efforts are certain of success. Who would have dreamed twenty years ago that chlorophyll would be synthesized, that elementary proteins would be made right in the laboratory, and more astonishing still, that new species of viruses could be synthesized in the

chemists' test tubes? The door to one of the most exciting eras in all human history is beginning to open. It seems certain that, within twenty years, carbohydrates, fats, and proteins, perhaps living matter itself, will be manufactured in factories instead of in the fields.

How amazing to know that the synthesis of chlorophyll, the production of new (and perhaps beneficial) viruses, the manufacture of new medicines, perfumes, dyes, and metals, are but applications of the same principles as the production of oxygen at the student's laboratory desk! How amazing to know that water is a liquid for the same reason that rubber is solid, that the hydrogen generated in the student's simple laboratory apparatus is the stuff of which stars and planets are made!

### High Schools Lag in Chemistry

The pity of it is that few high school students indeed are being taught the exciting science of modern chemistry. Yet if high school chemistry is not apace with modern chemistry, the fault cannot always be laid to the chemistry teacher. Dr. Donald B. Summer, one of the collaborators on the *Encyclopaedia Britannica* Films for high school chemistry, in a recent article offered the following tragic facts:

1. Not one chemistry text known to be in print (1954 or later) covers more than 13 per cent of the matter covered in a modern high school course.
2. Approximately 30 per cent of the content of an up-to-date course is presented in a way different from that of the texts.
3. Another 13 per cent of the content of a modern course is either not presented at all, or presented far too sketchily.

The approach to chemistry in high school texts seems to be falling far behind our present-day concepts. The high school teacher of chemistry who has neither the time nor the energy to keep up to date has to rely on his text to provide the student with the basic facts. These so-called "facts" are often false, or at least misleading; theories are presented that are outdated; and study material has been watered down. . . . Let us ask ourselves "what are we as individuals doing about the antiquity of information in current high school texts of chemistry and in bringing ourselves up to date?"<sup>1</sup>

### Objectives in Teaching Chemistry

Scientists and educators alike deplore the gap between modern chemistry and the course being taught in most high schools today. Recently a committee of chemists, members of the New York section of the American Chemical Society, reporting to the director of science in the New York public schools, outlined what it considers the objectives of a high-level course in high school chemistry. They are:

1. To improve students' ability to think critically and analytically.
2. To provide beginning proficiency in using the language, symbolism, and quantitative relationships in chemistry.
3. To provide an appreciation of the methods of science. Laboratory experiments should be designed to emphasize individual experiment.

And on textbooks the committee recommends no edition if it is more than five years old.<sup>2</sup>

That research chemistry has made such brilliant progress is no accident.

<sup>1</sup>*Journal of Chemistry Education*, Vol. 37, No. 5 (Easton, Pa., 1960), p. 263.

<sup>2</sup>*Chemical and Engineering News*, Vol. 38, No. 27, July 4, 1960, p. 21.



**Father George R. Follen, S.J., the author.**

It stems precisely from the fact that modern chemistry is a science, well organized and well equipped. First, chemistry has an all-extensive, well-organized and experimentally tested theory of the structure and changes in matter—the atomic theory in its broadest aspects. Second, chemistry has an exact language to express its concepts—the language of symbols, formulas, equations, and chemical laws. Third, chemistry has an organized method of attacking and solving new problems—the scientific method. Research chemists constantly operate in this framework. An up-to-date chemistry course should, from the very outset, present chemistry in the framework of this magnificent organization.

Perhaps some specific ideas may illustrate. All of chemistry can in broad outline be divided into things and events. The things are the individual systems of matter, either of one phase or many phases. The events are the changes in matter, whether chemical or physical.

## **Systems of Matter**

Modern chemistry classifies matter into individual systems of matter—a lump of sulfur, a beaker of sulfuric acid, a bottle of hydrogen sulfide. Systems are either homogeneous (one phase) or heterogeneous (many phased). Thus any system can be studied and classified into the phases which compose it, whether these phases be elements, compounds, or mixtures. Chemists then may distinguish exactly among the solid phase, the liquid phase, various solution phases, and the gas phase.

Having clearly distinguished among the various phases, we can then study the structure of any phase; for all properties, whether physical or chemi-

cal, derive ultimately from the structure of any phase. Physical properties (state, hardness, fluidity, electric and optical conductivity, color, etc.) stem from aggregates of molecules. Chemical properties derive from the structure both of the aggregate and of the molecules which compose the aggregate.

Basic to all ideas of structure is *atomic structure*, for atoms are the building blocks of chemistry. The development of chemistry has been paced by atomic models, from Democritus to the present. No model is all-inclusive in its description of nature. Each has been developed by creative thought on the basis of experiment. Dalton's hard, indivisible atoms failed to explain chemical bonding; Rutherford's model failed to account for radiation; G. N. Lewis' model is too static; Bohr's model failed to account for bond directions; Schrödinger and Dirac's is inexact; Heisenberg's is limited to specific problems.

## What Is an Atom?

Modern trends are away from trying to construct a model which can be visualized. An atom is a more or less stable and enduring entity, composed of a nucleus surrounded by an extra-nuclear electron field. If by some magic we could enter an atom and proceed outward from its nucleus, we should encounter areas here and there where electron density is greater than in other areas, much as the rain during an extended rainstorm falls more densely in some areas than in other areas. Since electrons do circulate very rapidly in the electron field, the entire field is fluid. The scattered areas where electrons are most dense cannot be located exactly in this fluid field. It is necessary therefore to apply probabilities. In some areas of the atom exists a higher prob-

ability of finding electrons than in other areas. Areas of high electron probability (filled energy levels and sublevels) and areas of low electron probability (un-filled levels and sublevels) account for the chemical activity of atoms.

To understand atomic structure then, modern chemistry does not try to picture any model. It sorts out electrons according to probabilities. Areas are blocked off according to the probability of finding more or less electrons in these areas. And electrons themselves are sorted out according to the probability each one has of possessing high or low energy. Those electrons of high energy probability are active; those areas rich or poor in electrons are also active chemically. Though such descriptions leave little for the imagination, they do fit the experimental facts. And any model is useful in so far as it explains facts.

Molecules are made from atoms. Molecular structure then must include not only atomic structure, but the chemical bonds which bind atoms together into a stable entity called a molecule. It is most important that chemical bonds — what they are, how formed, how broken, what characteristics they confer — be understood. Chemical change viewed in its simplest terms is but the making and breaking of chemical bonds.

An understanding of chemical bonds and the properties each type confers wipes out the antiquated distinction between organic and inorganic chemistry. The distinction between typically inorganic compounds (ionic compounds) and typically organic compounds (covalent compounds) is largely a matter of electron distribution in the bonds between atoms. And aluminum chloride:



is just as surely a covalent compound as is ethane:



and water molecules polymerize just as surely as do molecules of vinyl plastic.

## Chemical Bonds

Modern high school chemistry, therefore, strongly emphasizes chemical bonds — what they are, how formed, and what properties they confer. Indeed, Dr. L. E. Strong of Earlham College

is working under a National Science Foundation grant to organize a course in high school chemistry around the chemical bond.<sup>3</sup>

The behavior and properties of any phase thus are related to the structure of that phase. Gases are understood in terms of the Kinetic Molecular Theory modernized by the concept of intermolecular bonding; solids in terms of molecular structure, bonding, and crystal structure. Thus the broad understanding of the atomic theory unifies and explains chemical things.

### Chemical Changes

Chemical events (chemical changes) too are unified in the atomic theory. The interaction of molecules depends on their structure, the relative stability (bond type and bond strength), and the energy they possess. A sound basis for chemical valence and chemical activity can be found only in an accurate knowledge of atomic and molecular structure.

Modern chemistry makes use of electronegativity tables in order to predict the behavior of chemical reactants. Electronegativity tables enable chemists to predict in what direction a given chemical reaction proceeds, and what type of compounds result. Two different tables are commonly used: one designed by Linus Pauling, the other by T. S. Sanderson. Such tables bring out quantitative relationships in chemical reactions. Electrochemical potential tables also bring out quantitative relationships. For this reason they too are coming into greater use in modern high school teaching.

Atomic, ionic, and molecular geometry are coming into prominence. Atomic size, ionic size and configuration, molecular size and configuration greatly influence the properties and behavior of matter. A very simple problem illustrates this idea. Why does nitrogen form no stable oxy-acids higher than  $\text{HNO}_3$ , whereas phosphorus forms a stable  $\text{H}_3\text{PO}_4$ , and arsenic, also a member of Group V, forms a stable  $\text{H}_3\text{AsO}_4$ ? The answer lies mainly in the geometry of the nitrogen atom. It is too small in size to crowd four oxygen atoms around it.

### Equilibrium Systems

Reaction rates (chemical kinetics) are receiving some attention, though not nearly so much as equilibrium systems. In effect any reacting system is an equilibrium system, provided the

reactants and products are kept in contact with one another. Those reactions which "go to completion" are ones whose equilibrium constant is exceptionally large. An understanding of equilibrium brings out the factors which control reactions and the difference between the rate of reaction and extent of a reaction. For the better students, equilibrium is treated quantitatively as well as qualitatively.

Reaction types too are more accurately described. A reaction between hydronium ions and hydroxyl ions is viewed as a proton transfer reaction, while a reaction between hydronium ions and a metal is an electron transfer reaction. Thus the mechanism of acid-base reactions is emphasized. Most modern courses use the Brönsted concept of acids. In no text, to my knowledge, is the Lewis concept mentioned. (Possibly because it is very confusing. If one follows the Lewis definition of acids strictly, hydrochloric acid, sulfuric acid, and other common reagent acids are not acids at all. To say the least, it is confusing to a student to pick up a bottle labeled hydrochloric acid and then be told, "this is no acid at all.")

Complex ions such as the  $\text{Al}(\text{OH})_4^-$  ion, useful in explaining many reaction mechanisms are part of an up-to-date course. So too the interaction of ions with the solvent, and the solvation of ions.

Chemical language is also undergoing some change, though the change has been slow to reach the texts. The newer college texts are following the recommendations of the I.U.P.A.C. The older names such as "ferrous" and "ferric" are being replaced by iron (II) and iron (III). Within a few years these terms will be common.

Modern chemical arithmetic places much more emphasis on thinking out problems than the mechanical application of a "formula." The mole concept has taken a central role in problem solving. The mole-method for problem solving leads to a better understanding of quantitative relationships and unifies weight-weight, weight-volume, and volume-volume problems, neutralization, electrochemical reactions, and many others. Even the familiar gas-law problems are now presented as reasoned relationships from basic principles.

Ionic equations too are coming into prominence, particularly in electrochemistry. This serves to focus on the essential mechanism of reaction among reactants and products.

And finally, high school chemistry teachers are coming to realize the value of organizing all lecture demonstrations and laboratory exercises around the scientific method. Both lecture experiments and laboratory exercises are presented as concrete problems whose solution demands a hypothetical answer, which must be tested before being accepted. The days when a student could take a laboratory exercise book and fill in the answers without ever performing the experiment are gone. The trend now is to assign individual laboratory problems whose solution can be found in no book. Only by performing the experiment can the student discover the solution to the problem. Leading in this method of laboratory procedure has been the Manufacturing Chemists Association. Their *Scientific Experiments in Chemistry* force the student to apply the scientific method in problem solving.

Helpful too have been the numerous books describing interesting and thought-provoking lecture demonstrations.<sup>4</sup>

### Teach the "Why" of Chemistry

High school chemistry teaching today is undergoing a tremendous upheaval. Descriptive material, presented merely as a catalogue of properties and reactions, is considered of small importance. Such material is now being presented from the viewpoint of *understanding*. Chemists now know not only that water is a liquid, but why it is liquid; not only that water is an excellent solvent, but why; not only that it is a powerful catalyst, but why; not only that it is an oxidizing agent, but why; not only that it is a reducing agent, but why. Modern high school chemistry exposes not only the what and the how of chemistry, it explains above all the *why* of chemistry.

Chemistry teachers owe it to their students to acquaint them from the very outset with these up-to-date ideas. This is education in its best sense. And paradoxically, the very effort any teacher expends to learn these modern ideas for himself becomes a sweet joy. Modern chemical ideas are satisfying to the human mind, both to the teacher's own mind and to the minds of his students. It is a high privilege to open young minds to God's great world of atoms and molecules.

<sup>3</sup>Tested Demonstrations. American Chemical Society of Eastern Pennsylvania.

Lecture Experiments in Chemistry by Fowles (New York: Basic Books, 1959).

The Journal of Chemical Education regularly publishes excellent lecture demonstrations.

<sup>4</sup>Chemistry, Vol. 37, No. 6, May, 1960, pp. 1-29.

# Yearbooks Deserve Professionalism

In both moderators and staff

By Rev. James Magmer, S.J.

Director, Publications Dept., University of Detroit  
and Detroit Student Press Association

■ The high school yearbook is always a problem. Writing in the January, 1960, CATHOLIC SCHOOL JOURNAL, Brother Luke Grande, F.S.C., said that today *professionalism* has complicated this problem. But, without disagreeing, really, with anything Brother Luke said, I would like to suggest that perhaps professionalism is what we need to solve the yearbook problem once and for all.

## What Is Professionalism?

Professionalism, as Brother Luke uses the word, refers to the high pressure sales tactics sometimes used by printers who specialize in producing yearbooks. Professionalism, as I use the word, refers to editorial and production skills that would enable the yearbook moderator not only to put out an excellent yearbook with a minimum of time, work, and expense, but also to enjoy the experience.

## The Yearbook Problem

The big problem in the Catholic high school is time. In most Catholic schools the yearbook is an extracurricular activity. Neither the students nor the adviser receive a lightening of their class or study loads for the time they put in working on their yearbook. What Brother Luke says is true: "A school often gains a yearbook moderator, but loses a teacher" because she must do the bulk of the yearbook work at the expense of her classes. I would go a step farther and say that in publishing a yearbook, a school sometimes loses students. Working late to meet deadlines, their studies and grades suffer.

The second element in the yearbook problem is the lack of technical skill and training on the part of both the adviser and the staff. Moderators are

frequently appointed who do not have the skill to do their job . . . what is worse, they have very little interest in it or desire to learn it. Sisters' appointments are frequently changed. If last year's yearbook adviser was changed, the superior — almost at random it seems — appoints another. The adviser with a year's experience leaves with a sigh of relief and the new one takes up the job.

Complicating this situation is the fact that the students in small Catholic high schools see the big fat yearbooks with four-color process work published by other schools and want their yearbook to look the same. There are two ways for the adviser to fatten their yearbook. One way is to add more pages which also increases the adviser's job. The other is to pad the cover. This is the reason we have padded covers on so many small yearbooks.

Can we get four-color pictures? At this point in the problem the printer's salesman enters with a "package deal" for the yearbook which, if the adviser buys it, the printer will give — free, at no extra cost — three or four full-page color pictures. This item, of course, can be had free only if the printer economizes on other parts of the book. Of course he does not tell this to the yearbook adviser. The printer will also select a type for the yearbook, a cover, and in some cases, even do the layouts. To the average Catholic school yearbook adviser, such a printer is an angel of salvation. In many cases she turns the whole book over to this kind man, who, of course, must be paid for his service. My solution of the problem is more professionalism — professional editorial and technical training for our yearbook advisers. Before we get into



High school newspaper editors check page proofs with Father Magmer, S.J., at Detroit University's composing room.

professionalism as an answer, though, we should first have a look at the yearbook itself.

## What Is a Yearbook?

The yearbook is first of all a record of the school year. When I was first made a yearbook adviser, I went immediately to my superior with the suggestion that we drop the thing. He said, "No, the yearbook is the only record of the school year we have." At the time, I didn't think it much of a reason for keeping the yearbook. However, what he said is true. The fact that the yearbook is a printed record of the school year may always remain one of the best reasons for keeping it.

The second point is that a yearbook should be a public relations instrument. A good yearbook in the home of a student or in the office of a patron is read from time to time all through the year. For many people it is the only picture or pictures they will ever see of a particular school. If the yearbook gives a fine presentation of the academic and co-curricular activity of the school, placing emphasis on progress and improvements (and is not merely a record of sports and dances) the yearbook can be a means of forming a good opinion about the school. Parents with young children begin to think, while paging through this kind of yearbook, "I would like to send my children to this school."

Modern methods of publicity demand that booklets, brochures, or pamphlets must be used by each school to acquaint the public with the aims of Catholic education in general and of the individual school in particular. The yearbook can perform this function well.

### The Importance of Pictures

The third thing the yearbook does—the job that I feel comes closest to justifying its existence—is to acquaint the students with the function that pictures and illustrations have in life today. Your television is all pictures and illustrations, except for some dialogue. Newspapers, on an average, devote from 10 to 30 per cent of their space to pictures; so do your magazines. Most successful publications, including school textbooks are well illustrated.

A friend of mine who heads the graphic arts department at the Edison Company has his artists illustrating the nuclear reactor which the firm is planning to build. This man says, "The graphic arts are becoming more and more important. Today the most complicated things of science, industry, and business must be illustrated with drawings and pictures so that the masses can have a better understanding of them." A picture may not be worth a thousand words, but certainly it is important. Editors and program directors feel that a good picture can give people today a better and a quicker understanding of a subject than a lot of printed words.

Because the yearbook is almost all photographs and illustrations, I think that it could well be the first step in acquainting students with the importance and the value of illustrations. If they see the story of their school year told in illustrations and pictures, they may begin to see the possibilities in this phase of the graphic arts. But one thing is certain. If they see everything else on TV or in magazines and in newspapers, not only illustrated, but better explained with pictures, they may

wonder why the story of their school year cannot be treated this same way.

So I feel the answer to the yearbook problem is *professionalism*. By this I mean that the school's administration and the yearbook adviser should begin to look at the yearbook as an instrument that is very important to the school, to the students, and to the community; both the school administration and the yearbook adviser should be convinced that the yearbook must be edited and produced according to the highest canons of the graphic arts. Each yearbook should be—not a record—but a picture story of the school year and its achievements (or failures).

### We Need Trained Advisers

The first step toward attaining this ideal in the Catholic school will have to be trained and experienced personnel who as yearbook advisers can turn out a professional yearbook.

Teachers appointed yearbook advisers (or advisers of any school publication for that matter) should be trained, should be given as many university courses as is possible in school publications. Many universities offer such courses during the summer sessions, sometimes in the form of workshops. Both courses and workshops can be taken for journalism credit or for education credit. The teachers selected to be yearbook advisers should be chosen with the understanding that they will have the job for a long time and will be given ample opportunity to become proficient. Their teaching loads should be lightened to accommodate the extra work and time involved in yearbook production.

If the yearbook adviser is well trained

(a professional herself) she can cope with the professionalism of the printer. Experience will acquaint her with printing cost and quality. Experience will also help her eliminate the unessentials from the yearbook that are at present so attractive to students—things like color and padded covers. Here I should add that many printers are as opposed to these things as the rest of us. The yearbook adviser who is a professional in editing and producing her yearbook will put the emphasis where it rightfully belongs—on pictures and editing.

### Let the Staff Work

Training will enable an adviser not only to do a good job but to do it with a minimum of effort. At present the reason most moderators find the yearbook a burden is the simple fact that they don't know what they are doing, don't know a pica from a halftone. The only yearbook advisers I have ever met who love their work are those who have been trained. Training is the only thing as far as I know that can woo a reluctant adviser to enjoy her job and take the problem out of yearbook production.

Once a moderator has trained herself, she can quickly train her staff. When a staff knows what it is doing, it enjoys its work and sticks with it. Once the staff learns to plan pages and crop the pictures, and do the other things well in yearbook production, the picture of yearbook production changes from one in which the staff stands around and watches the adviser put out the book to one in which the adviser stops in the yearbook room from time to time to see how the staff is coming along.

### The Laws of Proportion

What I would like to see in every Catholic school is a yearbook adviser who is a professional: one, first of all with technical training; and second with tenure so that she can, if she does not already have it, acquire long years of experience in the field. Once we have the professional in charge of the yearbook, the problem will disappear. The yearbook in size may not be huge. If published by a professional adviser, its size will be in keeping with the size of the school; and its cost will be in keeping with the other school expenses. More important, the quality of the yearbook will be as good as the best yearbooks in the field. Students will be proud of their book and from it will begin to learn how important pictures and illustrations are in our world today.



Miss Ann White (left) yearbook advisor at Fordson High School, Dearborn, Mich., directed a summer workshop for high school yearbook editors.

**Secondary religion classes can help students become "living Catholics"**

## Morality of Current Events

**By Sister Therese Margaret, O.P.**

Academia Del Sagrado Corazon, Santurce, Puerto Rico

■ Mary ran away to get married. John hasn't been to church since graduation morning.

Jim is not in the right group.

Sue is a changed girl and not for the better. I'm afraid it's those classes at the state university.

These are sad commentaries falling on the ears of many a high school teacher of graduates not many months after graduation. Fortunately, there are many that are better than those above, but unfortunately, there are many that are worse. Surely the teachers are not wholly responsible, neither is the group nor the state university. The students have free will and should know the difference between right and wrong. But do they have conviction? Do they have the "mind of the Church" in reference to persons, places, and things they meet when on their own? Assuming that the difficulty lies in lack of conviction, it is the purpose here not to give a solution, but a suggestion that may give assistance in bridging the gap from the shelter of high school life to that of society.

The aim of Catholic education is to train the whole man socially, morally, intellectually, spiritually, economically, and physically for life here and hereafter. The integration of religion in the subject areas is an integral part of Catholic education. Splendid! But isn't this one-sided? Religion is taken to subject areas, why not subject areas to religion? How and to what purpose?

### Apply Catholic Principles

Here we suggest the discussion of current events from secular or Catholic sources, by reference made to Catholic periodicals on the various events discussed. To what purpose? To develop conviction in Catholic youth; to equip him with the tools necessary to make important decisions and to face life truthfully.

The four-year span of religious in-

struction includes the Commandments, the Sacraments, Mass and Creed, Church history and sociology. Supplementary textbook material articles pertinent to citizenship may be used. Catholic periodicals may be read and conclusions reached in all cases or such a method will only waste time. Specifically, articles on "fall-out" are under discussion. Science may be discussed to understand what it is, why it is occurring, and is it morally objectionable, or not? Certain application can be made to the Fifth Commandment and decisions reached. The same topic can be brought into Church history, another example perhaps of Church vs. science.

Recall or point off anew the various times in the history of the Church it has been accused of denying the findings of science: for example, Galileo. Here and now a final answer can be given of the true stand in this ever old, ever new problem. The social aspects can be met in sociology. God's laws are immutable and, if applications from life are made, the student will do his own searching for the "mind of the Church" or will already have the conviction. The various current events, i.e. working laws, unions, marriages of Hollywood stars, suicides, use of new medicines, tranquilizers, juvenile delinquency, etc. On these subjects which raise questions, surely after four years of such applications to finding "the mind of the Church," convictions will be established and others sought, and the procedure for seeking will be a part of them. The religion class will become "alive" and will make "living" Catholics of its students.

To have every student so develop in four years is a "utopia." There will still be Marys and Johns, Jims and Sues. This is a suggestion that will perhaps reach a few more than have been reached and maybe the sad commentaries will be fewer and the better commentaries greater.

**A veteran teacher's notebook reveals**

## Helps in Teaching LATIN

**By Sister M. Venard, C.S.A.**

Immaculate Conception High School, Elmhurst, Ill.

■ To promote the day by day growth in vocabulary, I have found graphs helpful. The teacher may reproduce the graph forms for distribution to the students. Each graph is barred for ten tests with percentages from 30 to 100. The student can record the grades of ten tests on his graph, average them, and hand them in. Public recognition is given to "stars" who earn from 95 to 100 per cent.

### \* First Year Activities

Many facts about Roman life and the Latin language help to arouse and sustain the interest of students even in first-year classes. The following are

some assignments which will help:

1. Make a poster showing English derivatives from Latin words. Ex.: Old woman in the shoe—the "mother" word; her children—the derivatives.
2. Use the derivatives of all the Latin words in any lesson in sentences, showing how the derivatives are related to the original word.
3. List and give meanings of abbreviations derived from Latin.
4. List the state mottoes that are Latin, or make a map printing the state mottoes and their meanings. Find other Latin mottoes. Illustrate with pictures.
5. Make a poster or booklet showing the state flowers with their Latin names.

This may be combined with the map showing state mottoes.

6. Make an image or reproduction—in plaster, soap, wood, or cardboard—of a Roman temple, aqueduct, building, triumphal arch, or any person or thing connected with Roman life.

7. Make an illustrated vocabulary booklet.

8. Make a large map of the world, coloring the countries in which language derived from Latin is spoken.

9. Draw a picture and write a Latin caption for it.

10. Read and report on one of the following books: *Ben Hur*, by Wallace; *Dion and the Sibyls*, by Keon; *Swords in the North*, by Anderson; *The Last Days of Pompeii*, by Lytton; *Augustus Caesar's World*, by Foster; *A Day in Old Rome*, by Davis; *A Slave of Cataline*, by Anderson; *The Theft of the Golden Ring*, by Isabelle Lawrence; *A Friend of Caesar*, by Davis; *Buried Cities*, by Hall; *Quo Vadis*, by Sienkiewicz; *The Theft of the Golden Cup*, by Isabelle Lawrence; and *Julia Valeria*, by E. Gale.

11. Read and retell some Greek or Roman myths.

12. Make posters illustrating active and passive voice. Write a descriptive sentence about the picture; for example: The girl is painting the vase.

13. Make a poster illustrating various prepositions.

14. Write a story in English, but change some of the English words in each sentence to Latin, using the correct tense, person, case, number, etc. This is called Macaronic Latin.

15. Write a story of five or six sentences in Latin, avoiding expressions and declensions you have not yet learned.

16. Make a Latin crossword puzzle.

17. Translate easy stories from another first-year Latin book. Give title and page of the book.

18. Make a poster of booklet of constellations, explaining their stories.

#### Second Year Activities

Regarding Caesar and his time write: a biography, a character sketch, an evaluation of his greatness, a news article (social or political), an editorial, a sports article, an Helvetian's diary, an acrostic, a play, an advertisement, etc.

#### Third Year Suggestions

After reading Cicero's "First Oration Against Cataline," the students enjoy writing an original oration of the demonstrative type, *modo Ciceronis*. When the style is mock serious, the results are amusing.

## An Intangible Reward for the English Teacher

"The high soul takes the high way."

By Brother Raphael, Ed.D.

Saint James School, Berlin, Conn.

■ The first day of school that year I placed on the blackboard in each classroom as I journeyed through period after period (and there were six of them, all English IV), the words of John Oxenham's *The Ways*. I read the short, inspiring poem aloud, interpreted it ever so briefly, and the students copied it.

I never mentioned the poem again. However, I was pleased, but not surprised, to find phrases and sentences from the poem, ideas from it, and references to its theme, appear again and again in written and spoken composition during the entire school year.

That was all of twelve years ago and, twice or thrice since those golden days in a lovely New England city, former students have written asking me for the source of the verses or for a copy of them.

Three or four years ago I made use of the same poem in a college education class and later in the session received a "Thank you" note from one of the students who was doing practice teaching in a neighboring community. He had presented *The Ways* to his pupils in an eighth grade and had found that they were really impressed by it. This instance is one of thousands, many minor but some major, of what I have chosen to call *rewards* received by a teacher of English.

#### Bear Learning Lightly

One more example will suffice to complete the illustration of my thesis that what we give freely, generously, and above all sincerely, is used, with profit by our students. A favorite bit of advice of mine and one that I have been passing on to college students since 1924 is: *Bear learning lightly*. I was to hear this phrase woven into an excellent address delivered by one of my rather recent students who, when

he met me an hour or so later, naïvely asked whether I had noticed his use of "my" dictum.

When I was quite young it was my high privilege and great good fortune to be taught by those distinguished and dedicated Christian educators, the Sisters of the Holy Names of Jesus and Mary. One of these devoted women, who has been with the Saints these many years, was one day writing a paragraph on some secular subject (I do not remember which) on the blackboard in our sixth grade classroom. The Holy Name of Jesus was in one of the sentences. Our teacher, Sister Mary M., paused after she had written the word *Jesus* and remarked to us: "I hope you noticed with what care I wrote Our Blessed Saviour's Name. Always say and write the Name Jesus with great respect."

Many times during the more than fifty years that have passed since that "fine autumnal day" have I recalled this incident, more particularly to future teachers in my education classes.

The blossoming, though it be long after the planting, of some flower of inspiration, of consolation, of grace, in the heart of a student, past or present, is one of the rewards, though a minor one, bestowed upon those "who instruct others unto justice."

#### "Quitters" Lose Out

Boys and girls who drop out of high school have higher unemployment rates than graduates, according to a Labor Department survey. The survey was released recently by the department's Bureau of Labor Statistics for the White House Conference on Children and Youth. It said that "dropouts" experienced from two to three times as much unemployment as graduates. The survey also indicated that those leaving high school before graduation usually earn less on the jobs they do get and generally find jobs that are unskilled.

## Editorials

Edward A. Fitzpatrick, Ph.D., LL.D.,  
Editor

### Advisory Committee

Brother Azarios, F.S.C., La Salle College, Philadelphia, Pa.

Ella Callista Clark, Ph.D., Dept. of Education, Marquette University, Milwaukee, Wis.

Francis M. Crowley, Ph.D., Professor of Education and Dean Emeritus, School of Education, Fordham University, New York, N. Y.

Rev. George A. Deglman, S.J., Jesuit College, St. Bonafacius, Minn.

Rev. Allan P. Farrell, S.J., University of Detroit, Detroit, Mich.

Brother Denis Edward, F.S.C., Ph.D., LL.D., The Provincial, Elkins Park, Pa.

Rt. Rev. Msgr. Edmund J. Goebel, Ph.D., Superintendent of Schools, Archdiocese of Milwaukee, Milwaukee, Wis.

Rt. Rev. Msgr. Frederick G. Hochwalt, Ph.D., LL.D., Director, Department of Education, National Catholic Welfare Conference, Washington, D. C.

Rev. William F. Kelley, S.J., Vice-President, Creighton University, Omaha 31, Nebr.

Brother Eugene Paulin, S.M., Ph.D., St. Louis College, Honolulu 16, Hawaii

Rt. Rev. Msgr. Carl J. Ryan, Ph.D., Superintendent of Schools, Archdiocese of Cincinnati, Cincinnati, Ohio

Brother Leo V. Ryan, C.S.V., Ph.D., Director of Continuing Education, Marquette University, Milwaukee 3, Wis.

Rt. Rev. Msgr. Frank M. Schneider, S.T.D., Rector, St. Francis Major Seminary, Milwaukee, Wis.

John P. Tracy, Ph.D., Dept. of Education, Marquette University, Milwaukee, Wis.

## CITIZENSHIP TRAINING IN THE REALITIES OF GOVERNMENT III

A perennial problem of government in every generation is the protection of the citizen against bureaucratic government and what recently was called "over administration." It is the old observation of Lord Acton, "Power intoxicates; absolute power intoxicates absolutely." Basic in the teaching of citizenship is the need for eternal vigilance and the courageous challenging of injustice practiced by entrenched government officials — though the correction of injustice is unlikely at present.

This is so if it happens even in a single case in such agencies as the Department of Labor under Mr. Mitchell and in the Federal Bureau of Investigation under Mr. Hoover and in the liaison of these agencies. A case which came to my attention recently illustrates how helpless the individual citizen is and how ruthless is bureaucracy.

All courses in civics, government, and political science might very well begin with David Lilienthal's "This I Deeply Believe," and the principles set forth there should "inform" all the teaching. We quote a few paragraphs:

"I believe — and I conceive the Constitution of the United States to rest, as does religion, upon the fundamental proposition of the integrity of the individual; and that all government and all private institutions must be designed to promote and protect and defend the integrity and the dignity of the individual; that that is the essential meaning of the Constitution and the Bill of Rights, as it is essentially the meaning of religion.

"Any form of government, therefore, and any other institutions which make men means rather than ends, which exalt the state or any other institutions above the importance of

men, which place arbitrary power over men as a fundamental tenet of government are contrary to that conception, and, therefore, I am deeply opposed to them.

"One of the tenets of democracy that grows out of this central core of a belief that the individual comes first, that all men are the children of God, and that their personalities are therefore sacred, is a deep belief in civil liberties and their protection, and a repugnance to anyone who would steal from a human being that which is most precious to him — his good name — either by imputing things to him by innuendo or by insinuation. And it is especially an unhappy circumstance that occasionally that is done in the name of democracy. This, I think, can tear our country apart and destroy it if we carry it further.

"I deeply believe in the capacity of democracy to surmount any trials that may lie ahead, provided only that we practice it in our daily lives.

"This I deeply believe."

And in this connection it would be well to keep in mind the concluding sentences of Jefferson's first inaugural address (March 4, 1801) that the realities of government "should be the creed of our political faith, the text of civic instruction, the touchstone by which to try the services of those we trust — and should we wander from them in moments of error or of alarm, let us hasten to retrace our steps, and regain the road which alone leads to peace, liberty, and safety."

— E. A. F.

The CATHOLIC SCHOOL JOURNAL will continue to publish the editorials written by Dr. Fitzpatrick before his death.

**There should be a fundamental understanding  
between parents and teachers about**

# **Homework in the Primary Grades**

**By Sister M. Angelita, I.H.M.**

Gesu Convent, Detroit 21, Mich.

■ "If you will just send home some work, I'm sure Johnny will improve." This is the frequent parent "epilogue" to the recent tale of Johnny's lack of scholastic achievement. The harassed first grade teacher, with patience born of years of struggle with this ever current problem, begins again to explain why it is impossible for Johnny to have daily written assignments in imitation of his progressive brothers and sisters. The discourse goes something like this.

### **Explain to Parents**

In the first few months of school, first grade children are just entering into a new and adventurous world. They are all-observant, watching how things work. They are in need of careful and sustained guidance. They do not have the tools necessary to go out on their own. They can neither copy homework, since they do not possess sufficient writing skills, nor can they be relied upon to carry a message home and convey it in such a way as to give their parents an understanding of the teacher's mind and method.

In her turn, the overburdened teacher finds it impossible to write or duplicate instructions every night for each child and finds it equally impossible to try to extricate the homework from the children the following day. Records for such work would also devolve upon her. Time thus spent would be subtracted from a tight schedule and the children deprived of, at least, twenty minutes of valuable "learning" time.

After all this is said, it remains that the willing parents, the zealous teacher, and unsuccessful Johnny still have a problem. How can the parents and the teacher give Johnny the extra review he needs?

First, I think it is necessary that all the parents see the three sides of the

problem at the very beginning of the school year. This would mean the convening of a parent-teacher meeting. At this meeting the teacher could discuss, as above, the reasons why written homework assignments are impractical in the first grade or at the beginning of the primary grades. It would also be very advantageous to give the parents an over-all view of the whole first grade program so that they will know just what to expect and later can judge whether their child is achieving the goals mapped out.

After two or three months, it would be well to invite the parents to open house and have them witness class demonstrations. These would preferably be in the morning when children and teacher are fresh. Here the parents can observe first hand the methods and techniques the teacher is using, the measure of achievement of their child in comparison with others of the same age, and possible clues as to what needs to be done at home or in school.

In consequence of these two types of parent-teacher relationships the following suggestions could be adapted as a possible solution to the homework problem. At the opening of the term a special homework fee could be included on the book bill. Books could then be purchased that would help the parent and still follow the course of study. There are scores of inexpensive workbooks and flashcards on the market that any parent would be willing to get at the teacher's word.

In addition to this, the teacher could mimeograph a monthly schedule of homework: e.g. January 4 — Review the "Can" rhyming group. Have the children say and spell each word; January 5 — Have the children recognize the numbers 1 to 100. Mix them; January 6 — Review pages 1 to 10 in the reading workbook. This monthly method gives the parent something definite to follow and allows him to see the possible weakness of the child in any specific subject.

### **Introduce Written Assignments**

It would be a mistake, however, for the teacher to completely outlaw written assignments. Many a primary teacher has heard the refrain chanted by an upper-grade classroom teacher, "If the children had only learned responsibility when they were young." Therefore, in response to this lament, the teacher could reserve one day a week after Easter for these written assignments. If the parents know the day they can also help in this task of training the child in responsibility.

In conclusion, let the teacher and the parent grow in the awareness that the homework problem is a co-operative one. Each must do his part to help the other understand the difficulties involved and meet them successfully. If this is done, Johnny will improve.



**Occasionally, workbooks and flash cards can be used at home for extra drill.**

# Imagination IS THE KEY

## TO PRINT - Script TRANSITION

By Mary Louise Curtiss

Language Arts Consultant, Zaner-Bloser Co.

■ "Tell us, Miss Curtiss, when should we make the transition from manuscript to cursive?" This is the first question put to me in school after school. The change from print to script is usually started in the second semester of grade two and completed by the end of the first semester of grade three. In some schools, however, the introduction of cursive is delayed until the beginning of grade three. Without attempting to decide which time is best, we shall attempt to answer the second question, "How do we actually go about this transition?"

First of all, I tell the teachers, you must understand handwriting pedagogy by a thorough study of your teacher's handwriting manual. You must have enthusiasm and perhaps a little spark of Peter Pan in your soul. With this approach, the children will sense that handwriting is an exciting adventure in learning. When children see a teacher alive, interested, vibrant, they open wide their hearts and minds and accept all she has to offer. And then, you must have imagination—that imagination of Thompson which "turns pumpkins into coaches, mice into horses, lowness into loftiness, and nothing into everything."

Before I describe the six mimetic handwriting exercises, illustrating this imagination, there are general directions to note. Be certain to remember these directions each time a transition mimetic is practiced. This practice, I emphasize, should occur daily. To borrow a phrase from *South Pacific*, children must be "carefully taught." This implies a spirited 20 minute lesson, directed and supervised by the classroom teacher, *every day*.

### General Directions

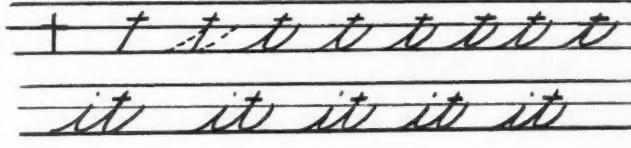
1. Have the class read cursive writing on the board. Discuss differences between manuscript and cursive.
2. Review instructions concerning posture.
3. Explain slant of paper (use correct lining— $\frac{3}{4}$ -inch guide line for grade two). Review manuscript slant for contrast.
4. You, the teacher, should do each exercise (as indicated in the mimetic instructions) at the lined board in front of the room before asking the children to do likewise.

### 1. Introducing "i" and "i"

#### Flying Soldier

First of all, boys and girls, center your paper in the old position—the manuscript position, as you have always done. Print the small letter "i." Next, slant your paper in the new way for cursive writing, which you have just learned. Watch

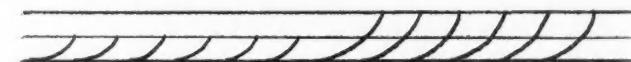
me at the board. I am the Fairy Princess with a magic wand! I touch the "i," which is the little toy soldier, standing straight and still. Suddenly he comes to life and leans forward. Then I touch my wand to the soldier once again and give him wings. so that you will *feel* how to write it yourself. On your own paper now, make as many cursive "i's," or soldiers with wings, as you can on each line. (The small "t" lends itself to the same mimetic, except that the "cross" is raised slightly above the guide line. Ask the children to make "i" and "t" join hands and "fly" across the page.)



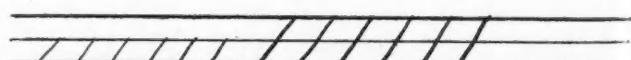
### 2. Upper-loop family

#### The Playground

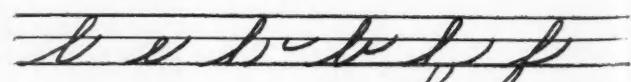
It's time to make a playground. While we build, we shall be learning how to make new cursive letters. Watch me at the board. First we shall do up-swing strokes which will be swings; small ones for kindergartners and large ones for second graders. You try them now.



Next we shall do "down-slide movements" which will be slides; small ones for babies, large ones for older children.



(When these strokes are mastered, introduce the new cursive letters "l" and "e." Follow by brothers and sisters, "b, f, h, and k.")



(Conclude the upper-loop exercise with a practical application of word writing, emphasizing connecting strokes between letters *let*, *tell*, *fill*, *fell*, *bill*, *bell*, *hill*, *lit*, *kite*, *bite*).

(Now that words have been formed in cursive style, a definition of "cursive" is in order. You may tell the class, for example, how it came from the Latin, *cursivus*, which means running, moving, flowing. An analogy to relay races is effective. On the board illustrate the following):

### The Three Racers

vertical is a runner who makes his feet move, but stays in place.

backward is a runner who didn't listen to directions and ran backward.

forward is a good runner who runs forward, toward the goal, which is the right edge of the paper.

3. A simple way to ease into some cursive capital letters involves a mimetic built around the small cursive "l."

### The Important Letter

The cursive small "l" is a very important letter, boys and girls, because it is the backbone of several small letter (b, f, h, k). And if you chop the small "l" in half and add a *sail of a boat*, a *duck's body*, or the *tail of a mouse*, you will have three capitals in cursive, "G, S, and L." As I write these on the board, see if you can find the sail on the "G," the duck on the "S," and the tail on the "L." (Have class practice on paper, letter by letter, what you have put on the board.)

4. The small manuscript "a, d, g, q and o" show a dramatic change when written in the cursive hand.

### Humpty-Dumpty

Slant your paper back to the position for our old manuscript letters and write, as I do on the board, the manuscript "a." Now switch your papers back to the slant we use in cursive writing. Watch me first and then practice on your own paper. We shall take the circle of the "a," tip it forward, and pinch its size so that it looks like Humpty-Dumpty falling off the wall. Then add two other strokes, and suddenly—a new cursive "a."

(Use the same technique with "d, g, q and o." Word writing may include *dad*, *go*, *do*, *ball*, *tall*, *dog*, *doll*. Watch overturn connecting strokes for reversals.)

5. The mechanics of the small cursive "m" and "n" adapt well to "mountain climbing."

### Climb a Mountain

First I shall draw three straight but slightly slanting lines on the board. These will be our "m" mountain range. Starting from the base line I shall climb the three mountains. (Do same with the two-mountain range, "n." Words like *man*, *men*, *mine*, *me*, *met*, *made*, *no* make good practice.)

6. Learning to write the capital "T" in cursive is still another appealing adventure.

### Sail Boats

In the air, instead of on your paper or the board, let us practice the large, snake-like movement which will be the hull of our ship. Now let us make a line of ships on paper (and board) just as we drew in the air.

In the air again, let's make the oval and dip movement. It feels as if we are directing an orchestra, doesn't it? Put this movement, as I do on the board, on your paper.

Finally, place the sail on the top of the ship, without letting the two pieces touch. (The same mimetic can be used for the capital "F.")

(All of the letters of the alphabet do not lend themselves as gracefully to transition as do these examples. Many are plain, unadulterated, hard work. The going is easier if music, counting, or simple folk chants accompany the "grind." The breaking up of letters into jig-saw puzzles is also a good technique).

# One Goal of Education and of Reading

By Sister M. Theophemia, C.S.S.F.

Catholic Office of Education, Milwaukee, Wis.

■ How important is reading in the field of education today? Is reading being overemphasized? What is the goal of reading and what is the goal of education? These questions are a small sprinkling of the score of such and similar questions that face educators today. The goal of education, as we conceive it, is the complete development of the human being: social, emotional, moral, physical, intellectual, and spiritual. The youngster's character traits and personality are built upon the relationships that he has with the members of the immediate family, parents, and the home circle through social interaction. The neighboring community, its economic status, and educational facilities and interests exert a tremendous influence upon his interests.

Teachers agree that every child is a unique individual, different from all other children in abilities, mental capacities, and character traits. We teach children to read not as an end in itself, but as a means to an end—as a way to find understanding, information, happiness. Dr. Artley in *Your Child Learns to Read* says: "All through his life a child grows IN reading as he perfects his ability to identify words and interpret the meaning of what he reads. All through his life a child is growing *through* reading as he gleans ideas, gathers experiences by means of the printed page." How important is reading in the field of education? Is reading being overemphasized?

## Education Based on Reading

Reading and the development of the entire human being are interwoven. Readiness for reading takes place in the earliest experiences that the child encounters at home and in his immediate neighborhood. At an early age he becomes acquainted with some of the community workers and their work. He learns about certain common animals and may even have as his very own a precious pet. It is possible for a child who yearns for love to lavish an ab-

normal amount of love even upon a stray dog. Children readily provide substitutes for what may be lacking in their own lives. Every human being wants to love and to be loved. The child's first lesson in love begins in the home. Here too, he becomes acquainted with the radio and television. He knows when his favorite programs will be on and how to dial the correct channel. Early in life the child enjoys stories, those that are related to him by others, those that he hears and those that he sees on television, and definitely, those that are read to him by others. Fairy tales, fables, Mother Goose rhymes satisfy the child's craving for personal happiness and social approval.

By the time the child comes to school he is bubbling with interests and curiosities that have been awakened. We want children to develop a love for reading, for only then will they read for personal information, relaxation, and pleasure. For this reason it is highly recommended that children have books of their own. Likewise at an early age youngsters should visit the public library and share in its rich facilities.

Reading extends, enriches, and goes beyond direct experiences. As the child reads books that portray life in other lands he begins to weave images about these peoples, their habits of living, and the country in which they live. This chain reaction by which one reading influences another broadens his personal outlook on life and all that it entails.

## Reading Brings Knowledge

Reading offers the opportunity to learn to know one's self better, to understand others, so we can accept people as they are, rather than as we should like to have them. It also enables one to recognize his personal problems as portrayed in one or more characters in the story. Reading may also provide examples of ways of facing and perhaps even solving difficulties similar to those troubling the reader. Inspired stories of such people as Florence Nightingale,

Father Damien, the early pioneers fill the child with faith and courage, and with zeal to work and sacrifice for the good of others. Young readers can come to realize that security and happiness are not only social virtues, but they are also what every human heart craves for itself and others.

Due to the great speed and ease of communication today, concepts of nations, continents, and planets no longer imply distance as in yesteryear but nearness. This again presents a new horizon for increased reading and another means by which the child broadens his perceptions. Biographies of great men, in science or sports, career books and the like, our great national and religious leaders will influence the reader in some specific way which may not necessarily be evident till later years. *The Story of My Life* by Helen Keller, *Jeanne d'Arc, the Warrior Saint* by Jeanette Eaton, *Clara Barton* by Mildred Pace, and *Childhood of Famous Americans Series* are great favorites among children and portray outstanding characteristics of mind and heart.

## Development of Mind, Body, Soul

Considering further the goal of education we come to the place of emotions in this broad development of the human being. Emotions are so closely interwoven with the reading program that the teacher cannot segregate out of hand the emotional child who is a competent reader from the child who is a reading problem, but she must consider the characteristics and causes of both. It is essential that the teacher attain and maintain confidence, security, and mental health in the classroom. Relaxed and pleasant teacher-pupil and pupil-pupil relationships foster wholesome growth of personality, which is a part of the complete development of the child.

Physical growth is another phase of personal development that must be considered whenever we contemplate the aim of education. Physical fitness em-

bodies the habits of healthful living based on an understanding of the body and its needs and right attitudes toward everything that leads to good health. Here we must not forget the physically handicapped. Some physical disorders cannot be completely overcome; others may develop in the course of the years. Consequently the teacher must strive to help the child meet his defect and learn to live with it.

The spiritual values frequently are enveloped within the true plot of the story. In guiding the reading of children teachers should make a serious effort to point out the moral values in the particular selections. Reading offers a wealth of opportunities for the children to see how they can turn their ordinary actions of the day to virtues.

#### Reading Nourishes the Intellect

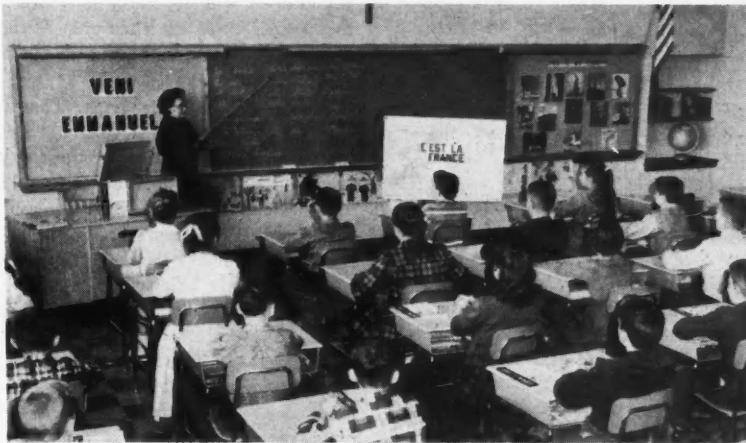
While all worthwhile reading tends to develop the child in one or more areas, the aspect of intellectual growth is ever present. There can be no reading without simultaneous development of the intellect. As the bright rays of the sun affect every individual in their scope in a different manner, so too, the thoughts presented by writers affect the readers in varied ways. The beauty of the gift of reading and comprehending lies within the secret realms of the mind and heart of the individual. The great wonders of the world may be expressed in flowing literary masterpieces, yet even these may be inferior to the sublime thoughts that they arouse within the active intellect of finite man. And so, it is only natural that we seek

higher spiritual values and turn to reading for those inspiring words that result in a heart to heart conversation with the Supreme Being.

In conclusion, reading and the aim of education are part and parcel of the great work of educators. We aim to educate the whole man, and this we can do by integrating reading with the personal needs of the child. Our primary concern in education is the individual child, his needs and interests, his abilities, his purpose in life. Reading is perhaps the most captivating means by which we can reach our goal because it is through, with, and in reading that the child may attain complete personal development.

A pilot project in

## Grade School FRENCH



Some 48 children, from grades two to eight, participate in Mrs. Nellie Hartman's elementary class in French.

By Sister Juliette Marie, S.S.N.D.

Sacred Heart School, Laurium, Mich.

■ Looking ahead to the future when television programs will be broadcast across the ocean, a group of children from Sacred Heart Central Grade School, Calumet, will be enabled to be among the appreciative viewers and intelligent listeners. In October, Mrs. Nellie Hartman, at the request of Sister Juliette Marie, principal of the Catholic Central grade school, initiated the school's foreign language program with weekly lessons in French for the grade school students. About 48 children, from grades two through eight participated in this program. Once a week the children have class with Mrs. Hartman, but they study French daily.

The elementary French course given at Sacred Heart is geared toward conversational French, much emphasis being placed upon pronunciation and grammatical construction pertinent to everyday usage. In a method similar to the way that the children learn their mother tongue, listening and speaking is the first approach, with the printed word taught later. The pronunciation of the French words which usually presents quite a difficulty to older students, is easily achieved by these younger students, since children, as a whole, have the ability to learn new sounds and new meanings without much effort. Using the vocabulary learned,

the children compose questions and answers, and thus attempt to carry on conversation in French. Grammatical constructions and grammar are taught in correlation with the conversations and questions and answers composed by the students. This necessitates the verb forms to be used with the various nouns and pronouns, consequently, the academic method of teaching French is not slighted, but rather made functional.

This pilot project in French at Sacred Heart is another step toward the attainment of "intellectual excellence," which both American teachers and the American public realize is necessary in this age of technological advancement.

# What are the 4's in 44?

The importance of the numeration system in the elementary grades

By Sister M. Joannes, R.S.M.

Our Lady of the Assumption School, Selma, Ala.

■ Automation is a word synonymous with our twentieth century culture. More and more tasks are becoming automatic, and millions are enjoying the benefits of the newest inventions. The mere flick of a switch may give one a "dry" wash, a view of far-off lands, or an answer to an intricate calculation for a moon shot. Automation is a good, but it is a good in its own sphere. The rapid development of automatic machines may be unconsciously encouraging us to be a little impatient when everything is not as spontaneous in response. But do we really want everything to fall under the claims of automation? A simple consideration will reveal the fact that the human intellect never was intended to be included under or atrophied by such a stimulus-response technique.

As teachers, we wish to promote to the utmost the development of the intellectual powers of each child, and to prevent anything which may in the least stifle that growth. In arithmetic, however, our pupils have the greatest possibility of becoming mere automats by mastering the mechanics, quite intricate at times, while lacking the real insight into fundamentals. To avoid this possibility much emphasis must be placed in the entire elementary school on the numeration system built on the base of 10. Without the understanding of this system our children are working as mere machines, and to

allow them to continue to do so is a blatant injustice.

In the first and second grades considerable stress is placed on the numeration system based on 10. As the child progresses, however, the concepts so far grasped will not carry over unless the teacher helps the child transfer his knowledge to the new material presented in each grade.

Just as we know from St. Thomas that all knowledge must come through the senses, we know that we must first present the subject matter concretely. The principle of going from the concrete to the semi-concrete, to the abstract in arithmetic is not a principle specified for the primary grades alone. The children in the upper and middle grades can do abstract thinking, but they too must have a *good* share of material from which to abstract their knowledge. It's up to the teacher to provide this according to the grade level of her class.

To help the children make use of the information obtained in the first and second grades and to show how to carry it over into other grades some general suggestions are given.

## Illustrate Positional Value

The child should be required to break down numbers ever so often in the third and fourth grades, especially. Such as, 4,444 means:

4 thousands . . . . .	4,000
4 hundreds . . . . .	400
4 tens . . . . .	40
4 units (ones) . . . . .	4
	4,444

This leads to the recognition of the concept of the positional value of the numerals: the value of a digit depends on its position in the number. Even though we have a 4 for each digit, the 4 has a different meaning according to its position.

In working with the four fundamental operations on whole numbers, concrete objects are necessary for the child to see what is happening and understand why it is happening. There are many concrete objects available and the more the better. Such are: sticks, place value charts, number frame counter, hundred chart, number line, simplified abacus, money, etc. The child should work with the concrete objects especially in carrying and borrowing, and learn how to regroup his articles for a more simplified answer.

## Demonstration by Regrouping

An example is here given for addition. The child would first work with the dimes and cents, then construct the written example as shown here.

5 dimes	6 cents
3 dimes	8 cents
8 dimes	14 cents

(Continued on next page)



— G. C. Harmon

regrouped would be:  
9 dimes 4 cents or 94 cents.

$$\begin{array}{r} 5 \text{ tens} \\ 3 \text{ tens} \\ + 8 \text{ tens} \\ \hline 14 \text{ ones} \end{array}$$

regrouped would be:  
9 tens 4 ones or 94.

56 cents  
38 cents

14 cents (8 cents plus 6 cents)  
80 cents (50 cents plus 30 cents)  
94 cents total of 56 cents and 38 cents.

$$\begin{array}{r} \text{Abstract: } 56 \\ \quad 38 \\ \hline \quad 94 \end{array}$$

The use of concrete objects and the regrouping of the objects to simplify the answer helps give insight into the meaning of carrying and what is carried. Also the regrouping in the minuend of the subtraction example gives meaning to borrowing and to the real value of the digit borrowed. Frequent use of concrete materials is not just a crutch to be abandoned after the primary grades. Its use in reviewing and teaching new material will help to reinforce the basic ideas. Upper grade children are fascinated by adding and subtracting on a real abacus, and what better means could be used to go over the meaning of the numeration system?

Multiplication, too, should be broken down to show how it fits into the whole system. Again the idea of regrouping is important.

division we use are probably an unsolved mystery for many a child who follows the routine steps to arrive at a correct quotient. Here more than anywhere else it is necessary to show the meaning of the process in the light of the numeration system of 10.

$$\begin{array}{r} 221 & 200 & 200 \\ 3) 663 = 3) 600 & 20 & 20 \\ & 3) 60 & \\ & \quad 1 & + 1 \\ & 3) 3 & 221 \end{array}$$

OR

$$\begin{array}{r} 257 & 200 \\ 3) 771 = 3) 700 & 50 \\ 6) 600 & \\ 17) 100 \dots 3) 171 & 150 \\ 15) 150 & \\ 21 & 21 & 7 \\ 21 & \underline{-} & \underline{-} \\ & & 21 \end{array}$$

From the above illustration it should be evident why many zeros are left out of the accepted form of division. Is this perhaps one of the main reasons why division causes such difficulty to many children—even bright ones? What a help for the child to see that the numeral in the hundreds place has the value of hundreds even though the zeros are omitted. The teacher, through explanation and questioning must allow the child to see for himself how important is the idea of place value in

4 in the 10's place is 10 times the value of the 4 in the unit's place. The 4 in the thousand's place is 1000 times the 4 in the unit's place, 100 times the value of the 4 in the ten's and 10 times the value of the 4 in the hundred's place or—the 4 in the unit's is 1/10 the value of the 4 in the ten's, 1/100 the value of the 4 in the hundred's place, etc. With such type of work, the child should reach the following generalization: The value of each place is 10 times as much as the value of the place to its right, and the value of each place is 1/10 of the value of the place to its left. When decimals are taught, the same principle is involved and is an extension of the positional value of the numerals. The metric system applies the same basic principle in going from one unit of measure to the next.

Multiplication or division by 10's, 100's, etc., especially in decimals, should be no problem for the child with an understanding of place values. He will know why he moves the decimal point so many places to the right or to the left.

To test the actual comprehension of these basic ideas on the numeration system, questions similar to the following may be asked:

1. In the number 50,462, the 4 represents a value how many times as large as the 2?

2. In the number 9,845, the 4 represents a value how many times as large as the 8?

3. About how many hundreds are there in 45,609?

$$45 \quad 6 \quad 600 \quad 450$$

4. Adding two zeros to the right of a whole number has the same effect as

5. Crossing off a zero from the right side of a number has the same effect as

6. What would be the effect in a multiplication example on the answer if you changed 456 to 4560 and 32 to 3.2?

$$456 \quad 4560 \\ \times 32 \quad \times 3.2$$

The task of helping the child to master the ideas presented belongs not to one grade alone, but to each and every grade in the elementary school. When these basic points are continually reviewed, and then enlarged upon as the child progresses from grade to grade, a solid foundation will be built which will be an aid in high school mathematics. But even more than that—when the child knows the *why* of what he is doing, he has confidence in his knowledge, a confidence free from reliance on numerous memory skills. His work is intellectual, not the automatic response of a push-button technique.

$$\begin{array}{r} 7 \text{ dimes } 6 \text{ cents} \\ \times 3 \\ \hline 21 \text{ dimes } 18 \text{ cents} \end{array}$$

regrouped would be:  
22 dimes and 8 cents.

$$\begin{array}{r} \text{Abstract: } 76 \\ \times 3 \\ \hline \end{array}$$

228—and to break down  
multiplication with two digits:

$$\begin{array}{r} 76 \\ \times 23 \\ \hline 228 \\ 152 \\ \hline 1748 \end{array} \quad \begin{array}{r} 7 \text{ tens } 6 \text{ ones} \\ \times 3 \\ \hline 21 \text{ tens } 18 \text{ ones} \\ 22 \text{ tens } 8 \text{ ones or} \\ \hline 228 \end{array} \quad \begin{array}{r} 7 \text{ tens} \\ \times 20 \\ \hline 140 \text{ tens or} \\ 1400 \\ \hline 1520 \end{array} \quad \begin{array}{r} 6 \text{ ones} \\ \times 20 \\ \hline 120 \text{ ones} \\ 120 \\ \hline = 1748 \end{array}$$

Such work in breaking down of the numbers is a tedious job for the teacher, but the dividends for the children in understanding should soon become evident. A proper grasp of the principle behind the problem above will enable the children to figure out for themselves what to do with a 3-place multiplier and multiplicand without being shown first.

In division we teach a rather abbreviated form of working an example in which we ask the child to follow a pattern of steps. The mechanics of

the process of division. It must not be forgotten that the process of division is a form of repeated subtraction, a concept which adds much to the understanding of the process.

#### Exercise in Positional Value

In extending the teaching of the numeration system, attention should be given to the relation of the digits to one another. Positional value has been discussed, and if properly understood the next step should cause no confusion.

To return to the number 4,444—the

# Religion in ACTION

October: The Month of the Rosary

By Sister M. Emmanuel, C.S.J.

St. George Convent, Bourbonnais, Ill.



October, the month for Family Rosary.

Since it is traditional to think of October as Guardian Angel month, as well as the month of the Rosary, these themes provide the major aims:

1. Increased spiritual awareness in times of prayer, work, study, play, temptation, and the emotional upsets of childhood and adolescence, through an activated realization of the part that Mary and one's Guardian Angel play in all phases of living.

2. Deepened familiarity with Christ and His Mother through the knowledge derived from a study of the mysteries of the Rosary.

During September there was prayerful effort at living out the "Morning Offering" by giving prayers, works, joys, and sufferings to Mary that she might offer them in union with Christ's Sacrifice of the Mass continuously offered to His Father. These little offerings or "deed-gifts" were given to Mary in honor of her birthday; now during October the child may wish to think of them as "deed-roses." Through their transubstantiation in the mystical order, they become part of the Church's garland of graces with which Mary encircles the world. This new approach is only a re-emphasis of what has been done in September.

## October Projects

Tangible activities are not always necessary, but teachers find it useful at times to employ visual aids symbolic of the spiritual activity. For instance, the first day of October the students may be given a colored sheet on which are duplicated small circles, each representing one day's offering to Mary. The teacher's own initiative and ingenuity, coupled with God's grace, will create projects suited to her group, if they are needed. Much will depend upon the age,

interest level, and spiritual maturity of the group. Practices such as asking his angel from time to time during the day to take his offerings to our Lady will vitalize the student's faith, and lead to a more sincere devotedness.

Projects may or may not be considered useful in the development of the spiritual program here outlined, but never is the visual more important than in the teaching of religion. Bulletin boards during October usually blossom with picture sequences of the mysteries, providing stepping stones to simple meditation and from there to increased effective love of Jesus and Mary.

## Dramatize

To assist the child in forming a picture of the various mysteries in his mind, dramatizing is helpful. It may be the joyous pantomime of first-grade students, the portrayal of the Bible stories interpolated with modern, (sometimes too modern) extemporaneities of the ten-year-old, or the more dignified, but less uninhibited attempts at dramatic interpretation presented by volunteers at higher levels, but in every instance both audience and performers are making more a part of themselves the mysteries of Christ — His Incarnation, Redemptive Passion, and the spiritual impetus arising from the glorious promises of our future rising with Him.

During the month attention may be given to such prayers as the "Hail Mary," "Hail Holy Queen," and "Memorare" as well as prayers used in saying the Rosary. Often we hear teachers of religion speak of "teaching children their prayers." This is a necessary activity, and review of memorized prayers may frequently be part of the day's plans in classes well beyond the grade level at which they are normally taught.

But more than simple teaching of rote prayers is needed; it is our duty to study with the children the inner meaning and beauty of the words and their personal application in relation to the individual and God. After such study a few minutes more would not be wasted if used to provide a quiet time in which students might think quietly and prayerfully on what they have learned. In the rush of today's world we must help the student not only to find times of quiet, but to use them effectively.

## Students Contribute

In support of these religion projects, talented students should be encouraged to contribute inspirational material, whether it be art, music, or some phase of the language-arts program. Individuals have appreciated and profited from choosing each evening a different mystery of the Rosary about which to create "picture shows" in the imagination while falling asleep. This creative, prayerful thinking is often a springboard for later worthwhile constructive contributions to the apostolic efforts of the Mystical Body of Christ as well as a builder of the prayer-life within the maturing Christian.

October is an excellent month for beginning or renewing the habit of using a "bed rosary." Some children discover during this month the idea of using their angel as a companion with whom they can speak, not only in times of joy and success, but also when oppressed with loneliness, discouragement or insecurity. Experience has shown that there is nothing better than friendship with a Guardian Angel to lead a child to Mary, and through Mary on to Christ and the Trinity.

# Make your classroom a Writing Laboratory

By Laura M. Light

Parker Practice School, Chicago, Ill.

The greatest problem in composition classes is not teaching children how to punctuate, but giving them an incentive to punctuate correctly. I have used this blackboard-newspaper technique successfully in all elementary grades.

After the usual discussion regarding subject matter, the children take turns putting compositions on the board. Capable pupils are chosen first. They may write the story on paper when organizing it, but must not take it to the board. That keeps the composition from being a copy of Mama-directed homework.

During the class period I read the story aloud without comment and ask the children to tell what is *good* about the work. That bolsters the author's ego so that when the corrections are made he will not be discouraged. After that, we discuss the title and each sentence individually to see whether we can "make them any better." We do not use the term "looking for mistakes." Everything from subject matter to sentence structure is discussed. Each critic must speak directly to the author which gives him a chance to defend his writing.

Because these stories have the undivided attention of the class, the pupils understand the reason for rules of grammar and punctuation. In this way rules are meaningful and a few sentences given later for drill usually fix them in the pupils' minds.

All corrections are made with yellow chalk by the author. Misspelled words are underlined and the correct words written above. Letters that should be changed from small to capital, or vice versa, are encircled. When the corrections are finished, the class votes on a mark for each phase of the composition — English, spelling, and writing. To avoid letting children get high marks because of popularity only, I say that I agree with those who voted for a mark of "G," et cetera. If the majority of the class seem to disagree with my mark, I enumerate the deciding points, and

say definitely it is *good* or *excellent* or *poor* work for this grade.

Because children do their best work for their peers, the results of this technique are outstanding. By criticizing others they become conscious of what constitutes good composition, and improve their own. I have had pupils become so interested that they bring me compositions that they have written at home "for fun." In my files are stories produced by fifth grade boys, as well as girls, that are written in chapters, typed, and illustrated.

When I have two grades in the room, I often correlate English composition and geography. The children "take trips" to the countries studied and put their reports on the board. After the board work is marked, the author writes the corrected work on duplicating paper to be reproduced so that each child has one for his "Travel Book." They make suitable covers in art class and each pupil takes home an autographed copy of every person's work, as well as valuable geographical information.

At Parker Practice School in Chicago, at the time I wrote this article, I was teaching two seventh-grade rooms of English which alternate writing articles and fiction for our "magazine." This does not detract from the usual school paper because ours represents the work of every child in a class, while samples of the best work of the entire building are in the school paper.

As I have taught in all elementary grades I have varied the work accordingly. First grade children write only two to four sentences, but eighth graders have a problem getting all of the story on the board, hence, they learn to be concise.

This type of work has sociological value also. When a sixth grade class became too pugilistic, we used the subject "how to win friends and influence people." It was effective because each story was read so many times. In second grade, one boy wrote that he got

two electric trains for Christmas, an American Flyer and a Diesel.

A critic said, "You shouldn't say 'Diesel.' You should give it a name — a, well — a brand name."

A wink from the teacher encouraged the critic, who continued until the author admitted that he got only one train. He was allowed to rewrite the story.

A few times a year my classes write compositions on paper as "a test to see how much we have learned from the blackboard work." My red pencil does not get the workout that it did before I used this procedure.

## For primary classes

### Science Verses

*At the end of each unit the author put into verse the facts learned. Reciting or even singing the verses was a great aid to remembering.*

#### AIR IS EVERYWHERE

God in His goodness  
Has been generous with air,  
It's found here and there  
And everywhere!

It's inside of me  
And outside of me,  
There is plenty of it,  
And it's free!

It's found in containers  
Of every kind.  
Although you can't see it  
It's easy to find.

It pushes me to school  
On certain days.  
I've seen it work  
In many ways.

It dries the walks  
Much to mothers' joy,  
And it keeps the kites flying  
For every girl and boy.

#### SOIL

Soil hides a mint of color,  
Cares for seedlings like a mother,  
Nourishes plants great and small,  
Provides food for creatures all,  
Conceals crawlers, insects, moles,  
Rabbit hide-outs, snakepit holes.

#### By Sister Marie Vianney, O.P.

SS. Peter and Paul School, Saginaw, Mich.

# An International Discussion on Mission Catechetics

By Rt. Rev. Msgr. Anthony N. Fuerst

St. Mary's Seminary, Cleveland 8, Ohio

■ An International Study Week on Mission Catechetics was held, July 21-28, at Eichstaett, near Munich in Bavaria, Germany, just prior to the Eucharistic Congress in Munich. Missionaries and their superiors, friends, and associates from all parts of the world, to the number of approximately 400 participated. The leader of the congress was His Eminence, Valerian Cardinal Gracias, Archbishop of Bombay. Rev. Johannes Hofinger, S.J., head of the Institute of Mission Apologetics, Manila, acted as moderator of all the conferences.

## An Ancient Mission Center

In a welcoming address, Most Rev. Joseph Schroffer, Bishop of Eichstaett, observed that his city of about 35,000 population was an eminently appropriate place for such a gathering because, among other reasons, it was a missionary center chosen as headquarters by Willibald, an Irish monk who evangelized Bavaria.

## Evangelize the Whole Man

The first formal speaker, the famous catechist of Paris, Rev. André Brien, director of the Institut Supérieur Catéchétaire, compared present world conditions with those of the migration of nations in the fifth century. He cautioned that in our times religious teaching cannot be content simply with didactic truth, which is contained in clear formulas and can easily be committed to memory, but should try to lead man in his entirety toward the new law which is the Kingdom of Christ. His Eminence, the Archbishop of Bombay, the second speaker, corroborated the message of Father Brien in a quotation from the late Father Gavan Duffy, the apostle from Ireland to India: "Everything helps. Study and sport and exhortation and religious practice. All these are tools with which you mold your children to the form of Christ."

## Characteristics of Missionary Catechetics

His Excellency, E. Larrain, Bishop of Talca in Chile, who was unable to be present, sent his paper to the meeting where it was read on July 22. He insisted that missionary catechesis should concentrate on the essentials. The missionary should avoid any mixture of Biblical truths and private revelation without discriminating between the hierarchy of values and their counterfeits. Speaking of the "conversion of the heart," he said that the learner, the catechumen, should conceive of his religion not as a "duty" but as a loving response to the initiative taken by God. . . . The catechist should not forget that he should not appear to his hearers as a person who teaches a lesson devoid of life . . . but . . . as a witness who speaks of what he has personally experienced.

**Editor's Note:** We are indebted to Msgr. Fuerst for this day by day account of the International Study Week on Mission Catechetics. Although it has been necessary to condense Msgr. Fuerst's report quite arbitrarily, we have, generally used his own words without quotation marks. The quotation marks in our condensation usually set off words of the speakers at the meeting.

## Meaning of the Kerygma

The second speaker on July 22, Father Grasso from Rome, dealt with the meaning of the kerygma. To him the kerygma, or as he put it, the "missionary preaching of the Church," is the first stage . . . it differs from catechesis which initiates into the Christian community those who have already accepted the kerygma. . . . In revelation Christ is presented to us in a story with three phases: a *prologue*, in the Prophets of the Old Testament; the *narrative*, in the Gospels; the *epilogue*, in the life of Christ after His ascent into heaven. During the time of the catechumenate He was also proclaimed and heralded as the Apostles' Creed. . . . Christ, explicitly as well as implicitly, was the core of prayer and liturgy in the whole of primitive Christianity.

## Light on Africa

Dr. Walbert Buehlmam, O.F.M.Cap., a veteran missionary with an expert knowledge of African psychology and catechetics, discussed "Missionary Adaptation of Our Catechesis." The first need, he said, is that of adaptation. The missionary must, in a sense, die and be reborn to the race to which he has been sent. . . . The African learns by doing. The Bible is also important, because the Africans understand the Bible better than the Europeans . . . because their culture is of similar vintage. The liturgy is also well adapted to the African. . . . The missionary must be extremely careful in his discussion of paganism. He can approach these pagan views as something to be condemned, a betrayal of reason, pure superstition. This approach is dangerous and can be fatal; it might lead to the rejection of Christianity itself. The other approach, the positive, seeks to establish a relationship with paganism. "The essential thing is to Christianize paganism as far as is possible and desirable."

## Development of Catechetics

July 23 was marked by the appearance of several prominent German catechists. First of these was Dr. Clemens Tillmann, of the Oratory of Munich. His theme was:

"origin and development of modern catechetical methods seen from a missionary viewpoint." He is the originator of the original material of the new German catechism and the author of many books in German for children and youth. His talk can be summarized in his own words: "The catechetical method of our day has brought in the harvest of nearly two thousand years. From contemporary times it borrowed a theological view centered on salvation, and the advances made in educational practice and in child psychology; from the beginning of the century its methodical care and the formation of the normal steps (preparation, presentation, explanation, resume, and application); from the Post-Tridentine period the religious instruction of all children, and the book, the catechism; from the Middle Ages, a recognition of the importance of a religious *miles* and of catechetical formulas; from the early centuries of the Church the spirit of the catechumenate and that of a vital liturgy. But from the beginning it has been inspired by God's own work and God's word, bestowed on us in the catechist of catechists, in Jesus Christ, Our Lord."

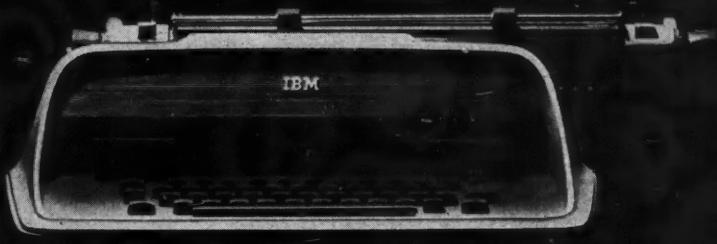
He was followed on the rostrum by Father Leopold Denis, the director of the Centre Documentaire Catéchétaire, Mayidi, Congo. His subject was: "advantages and difficulties of modern methods in mission catechetics." Among the modern advantages of the new modern methods in mission countries, he enumerated the following: the step now known as initiation is readily applicable to the Africans, because these Africans do not "acquire their native religion in a theoretical way. It is through these rites celebrated in the family circle or clan that the children are initiated into ancestral beliefs." Hence, it is extremely important to give them the truths of Christianity as an entrance into a group (the Church), as a participation in a newer and higher life shared with others. "Moreover, the mystery of Christ as it is phrased in the pages of Scripture is 'good news.'" Hence, "nothing appears more in harmony with the mentality of pagan peoples in the underdeveloped countries than this concrete and optimistic presentation of Christ and of Christianity. The idea of a miraculous Redeemer awakens a profound response in their beings." In addition, the presentation of the "good news" is through the Bible if we are to believe the present exponents of the system. "It has been said of the Biblical man that he 'has gift of assimilation' and the faculty of storytelling, a sense of the past and of continuity, a need to instruct and to communicate his thoughts. All this can be said of the African."

## Liturgy Uses the Bible

The African missionary realizes that the liturgy which makes abundant use of the Bible is also an excellent—and necessary—means of initiating the African into the religion of Christ. "It is the means of impregnating his whole life with the spirit of Christianity. Liturgy will accompany him his whole life long and remind him, in the prayers and readings of the Proper of the Mass, of all that he has been taught."

Speaking of difficulties, Father Denis mentioned the formidable problem of translating these methods into the various languages and the problem of selection and of treatment. He recommended that pertinent parts of the Old Testament be translated. He called for further pre-training and in-service training of missionaries and for lay teachers of religion.

(Continued on page 52)



## The IBM Electric: Its beauty is just a bonus

The first thing you notice about the new IBM Electric is its good looks. But there's more. For here is beauty combined with precise function, the result of the most thorough approach to typewriter development ever devised.

It is one of the most perfectly engineered quality products in the world. Every part is made a little stronger, a little better than it has to be. As a result, you can expect less "down time," teacher's schedules can be maintained, and students need not feel the demoralizing effect of wasted classroom time.

**Simplest keyboard.** The many exclusive features on the IBM Electric can help students raise their standards of performance. For example, a whole new principle, the "Buoyant Keyboard," enables the student to adjust key pressure to his individual "touch," thereby reducing finger fatigue and helping him develop increased confidence and skill. The keyboard itself is the essence of simplicity and no unnecessary gadgets intrude on the student's finger action, making both teaching and learning easier.

**Educational Aids.** In our desire to further share the responsibility for the success of each typing installation, IBM offers lesson plans, movies, bulletin board materials, and other educational aids, and a staff of consultants and business educators is available to provide assistance when desired.

If you would like to know more about this superb typewriter, our local representative would be pleased to show it to you at your school.

ELECTRIC TYPEWRITER DIVISION 

# Observe FIRE PREVENTION WEEK

## October 9 to 15

■ Fire Prevention Week this year will be observed from October 9 to October 15. It is sponsored by the National Fire Protection Association, 60 Battery-march St., Boston 10, Mass.; the National Board of Fire Underwriters, 85 John St., New York 38, N.Y.; 222 W. Adams St., Chicago 6, Ill.; 465 California St., San Francisco, Calif.; the National Fire Waste Council; and the Chamber of Commerce of the United States, 1615 H St., N.W., Washington 6, D.C. Any of these institutions will send you, upon request, suggestions for your program of fire prevention and fire safety and a list of its publications which are up to date and available.

From the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C., you can get a free catalog of the safety publications of the National Commission on Safety Education.

The Fire Equipment Manufacturers' Association, 1 Gateway Center, Pittsburgh 22, Pa., will send you information about the various types of fire extinguishers, how to choose the kind you need, and their care and operation.

### Revised Building Codes

The National Fire Protection Association recently issued the 1960 edition of *Building Exits Code*, a 256-page book which you can obtain for \$1.50.

This new book includes the new

provisions dealing with life safety in schools. The revised code places most stress on interior arrangements to minimize the spread of fire and smoke.

It emphasizes the safety element of school buildings with exits direct to the outside from any classroom, favoring one-story buildings. It requires the inclosure of interior stairways, specifies the use of interior finish of low flame-spreading rate, and limits the maximum distance of travel to exits.

The fact is noted that it is the burning of contents and interior finish that contributes principally to loss of life in school fires. According to Robert S. Moulton, secretary of the committee on safety to life of the NFPA, combustible structural material of the building does not become involved until long after fatal smoke has spread throughout the building.

### The Fire Chief Speaks

Speaking at a recent safety conference at Cornell University, B. Richter Townsend, executive director of the International Association of Fire Chiefs, said:

"We must strive to prevent fires by the design and construction of buildings. We must provide adequate means of escape and thus reduce the evacuation time to the shortest period. We must train personnel, teachers, administrators, maintenance workers and our children

to insure that they will react properly when fire occurs and to insure further that they never become negligent because of lack of vigilance," and:

"Each supervising principal must have knowledge each morning before his school is open to the students that all established safety standards are met. Greater emphasis must be placed upon evacuation procedures, and the teachers must be trained to take immediate action to sound an alarm whenever the slightest hazard is brought to their attention. The reduction of the hazards to near zero results from mutual understanding and co-operation between the taxpayers of the community and the officials and personnel of our educational institutions. Working together, we can materially reduce the loss of life in our school buildings."

The address of the International Association of Fire Chiefs is: 232 Madison Ave., New York 16, N.Y.

### Your Program of Safety

Fire Prevention Week is a time to see that all fire hazards in your school are removed; to make sure that all children and teachers know just what to do in case a fire should occur; and to have children inspect their own homes for fire safety. The fire department in your town will help you to plan an efficient program, and probably will send a speaker to talk to your pupils.

## Mission Catechetics

(Continued from page 50)

Dr. Joseph Goldbrunner of the University of West Berlin, who has conducted several summer-school courses at the University of Notre Dame, discussed the "catechetical method as handmaid of the message." Both method and kerygma are important.

### The Bible the Basic Book

Most Rev. Arthur Elchinger, Bishop Coadjutor of Strasbourg, was the first and an outstanding speaker on July 25. To him "the Bible recounts the acts and the intentions of God. The sacraments introduce us to or maintain within us this sacred story. . ." For example, in studying the mercy of God in the Bible we find that "a living image of divine compassion

is engraved on our hearts and we are able then to tell accurately whether a definite course of our own corresponds to God's way of acting." Speaking of the pedagogy of the Bible, he said, "Man put into the presence of the Bible will feel the call of God more directly than if the catechists intervene with their own intellectual constructions and fabrications." . . . The Children must be taught not only the story of salvation but also the economy of salvation. How incorporate this in the Bible? (a) Present the various stages in the story of salvation as they find their parallel in the liturgical year; (b) link the instruction on prayer to the teaching of God in the Bible (e.g., the words of Jeremias); (c) vivify the rules of Christian life by constant reference to their Biblical sources. These rules though simple have to be cautiously applied by means of the laws of pedagogy.

### "The Catholic Catechism"

Dr. Hubert Fischer, president of the Deutscher Kätechetenverein of Munich, presented an interesting history of the new German catechism, the English edition of which is *The Catholic Catechism* (Herder and Herder, New York, N.Y.). The Bishops of Germany decided to produce an entirely new catechism that should be: God centered, Christ centered, Church centered, child centered, centered on living, and centered on our times. This new catechism can be used only for the upper grades but new books are being prepared for the primary level.

Following the history of the new German catechism, Rev. Martin Ramsauer, S.J., a collaborator of Father Hofinger at the Institute of Mission Apologetics at

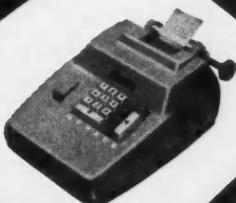
(Continued on page 56)

Another Achievement from Monroe

Compacted into a dynamic design not much larger than your telephone is Monroe's latest conversation-piece among business-machine engineers. Astonishing speed distinguishes this 10-key Adding Machine — one of the famous **Monroe Series E** with the "Velvet Touch". Cycling at 250 milliseconds, it will outpace and outproduce any machine of its kind. With its repeat key directly over the plus bar, it's a one-handed, sure-handed multiplier, too — even for the beginner. And its trouble-free durability rarely if ever needs the Monroe nationwide service organization that backs its guarantee. The Series E genuinely means ease, efficiency, economy — its surprisingly low price will save you up to one-third when you buy.



A DIVISION OF LITTON INDUSTRIES



See the MAN from **MONROE**  
THE CALCULATING  
ADDING + ACCOUNTING  
DATA PROCESSING MACHINES

Monroe Calculating Machine Company, Inc. Sales and service in principal cities everywhere. General offices, Orange, N.J.

# News



## THE FRANCISCAN EDUCATIONAL CONFERENCE

The forty-first meeting of the Franciscan Educational Conference was held at Quincy College, Quincy, Ill., August 9-11. This year's theme, "Franciscan Ideals and Family Problems," brought together some 75 friars of the various Franciscan groups from the United States, Canada, and Mexico.

Hosts of the conference were Very Rev. Dominic Limacher, O.F.M., provincial of Sacred Heart Province, and the Quincy College community. The delegates were welcomed in the name of the Provincial by Very Rev. Pius Barth, O.F.M., provincial-emeritus and definitor of Sacred Heart Province. He reminded the convention that "Franciscan idealists must approach the many problems of family living in our time not merely as sociologists of the useful, not merely as psychologists of the obvious, but especially as theologians of the divine."

In his presidential address, Rev. Maurice Grajewski, O.F.M., St. Francis College, Burlington, Wis., explained the importance of the conference theme in view of the modern family problems, and pointed to the traditional Franciscan approach to the subject. He also announced that a former vice president of the FEC, Very Rev. Basil Heiser, O.F.M.Conv., had been elected minister general, the highest office in the Franciscan Order.

Among the subjects discussed were: The philosophy of the family in the teaching

of St. Bonaventure; The psychological techniques for communication in the family; The working mother and modern society; Franciscan moderation and family life; The Franciscan and the specialized needs of certain members of the family; The socioeconomic question and family life (pointing to the Industry Council Plan of Pope Pius XI as outstanding); The history and role of organizations for family protection; Theology for adults and the promotion of family life; The role of parents as educators in the home; The moral problems facing parents; The family and its aged members; Women's role in the restoration of family life; The sociology of the migrant worker family; The status of obedience and authority in the home; Modern problems in the home (youth); The home and vocations.

Rev. Bertin Roll, O.F.M. Cap., of Pittsburgh, Pa., read a paper on "The Christian Mothers Organization." There are some 2600 confraternities affiliated with the Archconfraternity, of which Father Bertin is the director general.

### Officers of FEC

The following were elected as officers: Very Rev. Pius Barth, O.F.M., provincial-emeritus of Sacred Heart Province was chosen president. Rev. Juniper Cummings, O.F.M.Conv., of Assumption Seminary, Chaska, Minn., was elected vice-president. Rev. Dr. Sebastian Miklas, O.F.M.Cap., Capuchin College, Washington, D. C., was re-elected secretary. Rev. Aidan M. Carr, O.F.M.Conv., of St. Anthony-on-the-Hudson, Rensselaer, N. Y., was chosen commissioner and Rev. Irenaeus Herscher, O.F.M., St. Bonaventure University, St. Bonaventure, N. Y., was re-elected treasurer of the organization.

## COMING CONVENTIONS

"The Place of the Press in Our Lives Today" is the theme of the 1960 National

Catholic Education Press Congress to be held in Milwaukee, Wis., Nov. 11-13. About 2500 high school and college students and advisors are expected to attend. The meeting is sponsored by the Catholic School Press Association and Marquette University's College of Journalism.

St. Louis University will sponsor a regional assembly in co-operation with the American Assembly of Columbia University Oct. 27-30. The assembly will discuss the subject of federal government and higher education. Sixty participants, prominent in various fields, are being invited to participate in the conference at Pere Marquette Lodge, Grafton, Ill.

*October 20, 21, Catholic Educators Association of Pennsylvania, 40th Annual Convention at Cathedral Preparatory School, Erie, Pa. Very Rev. Msgr. Edward H. Latimer, 620 Peach St., Erie, Pa., director.*

## Lunch Aid to Private Schools

Private schools will receive \$5,445,777 during the current fiscal year, ending June 30, 1961, under the government's National School Lunch Act. The Agricultural Marketing Service of the Department of Agriculture said that an additional amount will go to private schools from the various states. Where states prohibit the distribution of public tax money to private schools, the Federal Government withholds a certain percentage of that state's allotment and administers the program directly with the school.

The total amount to be distributed through the school lunch program will be \$93,600,000. Of this amount, \$88,154,223 will be handled through state departments of education. The remainder will be administered directly to private schools through the Agricultural Marketing Service.

(Continued on page 59)



Franciscan educators at their 41st meeting. Quincy College, Aug. 9-11, 1960.

# Announcing!

*The Recipients of the 51 Beautiful Gifts  
in the 1960 Harbro  
Dealers Donation Program*

## OSTENSORIUM AND MATCHING LUNA HOLDER

Holy Trinity Convent, Wallingford, Connecticut

## TWENTY COMPLETE SETS OF VESTMENTS

Green Creek School, Effingham, Illinois  
 Queen of the Most Holy Rosary School, Roosevelt, N. Y.  
 Our Lady of the Lake School, Waterford, Michigan  
 Sister Margaret Timothy, Miami Shores, Florida  
 Cathedral Convent, Richmond, Virginia  
 Holy Cross School, Bronx, New York  
 St. Gabriel's Church, Saddle River, New Jersey  
 Our Lady of Fatima School, Huntington, West Virginia  
 Our Lady of the Miraculous Medal, Wyandanch, New York  
 Our Lady of Mount Carmel, Buckeye Lake, Ohio  
 St. Paul's Convent, West Haven, Conn.  
 St. Francis Xavier School, Washington, D. C.  
 Holy Rosary School, Port Chester, New York  
 Sacred Heart Convent, Lowell, Mass.  
 St. Joan of Arc Convent, St. Clair Shores, Michigan  
 St. John the Evangelist Convent, Silver Spring, Maryland  
 Holy Ghost School, Winnipeg, Manitoba, Canada  
 Sister Serena, Buffalo, New York  
 Our Lady of Good Counsel School, Little Rock, Arkansas  
 Our Lady of the Angels, San Diego, California

## THIRTY HARBRO SURPLICES

St. Theresa's, North Tarrytown, N. Y.  
 St. Bonaventure's, Glenshaw, Pa.

## HARBRO SURPLICES (CONT'D.)

St. Bartholomew's, Camden, N. J.  
 St. Anastasia's, Douglaston, N. Y.  
 St. Brendan's, Youngstown, Ohio  
 Sacred Heart, Natick, Rhode Island  
 Sister Vincent Marie, Utica, N. Y.  
 St. Stanislaus, Arcadia, Wis.  
 St. Joseph Worker, Canoga Park, Calif.  
 St. Mary's, Toledo, Ohio  
 St. Augustine's, Washington, D. C.  
 St. Pius X, Plainview, N. Y.  
 St. Mary's, 137 St., Chicago, Ill.  
 St. John's, Burlington, Iowa  
 Our Lady of Solace, Syracuse, N. Y.  
 St. Rose of Lima, Freehold, N. J.  
 Our Lady of the Sacred Heart, Buffalo, N. Y.  
 St. Henry's, Bridge City, Texas  
 Holy Family, Castro Valley, Calif.  
 Christ the King, Norfolk, Va.  
 Holy Angel, St. Louis, Illinois  
 Srs. of Atonement, Bingham Canyon, Utah  
 St. Therese's, Andyville, Kentucky  
 Corpus Christi, St. Louis, Mo.  
 St. Aloysius', Jersey City, N. J.  
 St. Joseph's, Green Bay, Wis.  
 St. Mel's, Woodland Hills, Calif.  
 St. Paul's, St. Petersburg, Fla.  
 Holy Cross, 43 St., New York, N. Y.  
 St. Joseph's, Poughkeepsie, N. Y.  
 St. Simon and Jude, Roosevelt, N. Y.  
 St. Louis School, Pittsford, N. Y.



*... famed for elegance which inspires devotion*

## Mission Catechetics

(Continued from page 52)

Manila, discussed "the qualities of a good mission catechism." This, he said, must present the message of salvation in Christ as good news, as a divine invitation, calling for an answer.

### Importance of Liturgy

Most Rev. Joseph Blomjous, Bishop of Mwanze, Tanganyika, Africa, a veteran White Father missionary, began the session of July 26 with a discussion of "the Fundamental Interpolation of Missionary Catechesis and Missionary Worship." Liturgy, he said, besides being the "laus Dei" is also the God-given help by which we are enabled to live our faith: it is not only instructive but also sanctifying. He quoted from Pope Pius XI's encyclical *Quas Primas*: "The splendors of the liturgy are far more efficacious than the documents of the ecclesiastical magisterium — even the most important — for instructing the faithful in divine truths, and rousing them to spiritual and interior sentiments" . . . it expresses only revealed dogma.

A key paper which supplied material for several workshops was "How Can We Make the Mass Catechetically More Effective?" It was contributed by the noted missionary from China, His Excellency, Most Rev. Charles E. Weber, S.V.D., Bishop of Ichowfu, China. In early Christian times, he said, the newly baptized "found themselves in a community which believed, persevered, prayed, and offered sacrifice together in the unity of brotherly

love." Since the promulgation of the decree on lay participation in the Mass a fairly extensive attainment of missionary aims has been achieved.

After discussing the principles and the cautions, charity, and reverence that should be observed in requesting changes, the speaker listed several permissions which ought to be sought at least for the people of the missions if not for the whole world. Among such requests: Priests should be permitted to read the Epistle and Gospel directly in the vernacular without the aid of a lector and without duplicating them in Latin. Permission to sing the mother tongue during sung Masses (already true in Germany). The Mass of the Catechumens should be reformed to restore it to its original function — that this pre-Mass be in the vernacular throughout and that a greater selection of texts from Sacred Scripture for the various seasons be used — and that the cycle of texts should be spread over four years rather than one. He proposed also some shortening of the Mass and that all the audible parts of the Mass should be in the vernacular, while the Canon and other silent parts be recited by the priest in Latin. He said that these proposed changes are based on the fact that they are so absolutely necessary for our missionary tasks.

His Excellency, Most Rev. William Duschak discussed "the catechetical importance of Sunday services in the absence of the missionary."

### Approaching the Pagan Mind

On July 27, Rev. Joseph Spaë, C.I.C.M., editor of the *Missionary Bulletin* of Tokyo, spoke on "how to reach and win unbelievers by missionary preaching." To over-

come a certain combative anti-Catholic attitude, we must not forget that there is nothing that can withstand God's grace . . . [and] all nations possess antecedent Catholic religious attitudes and these the missionary must discover and evaluate in his first contact with the pagan mind.

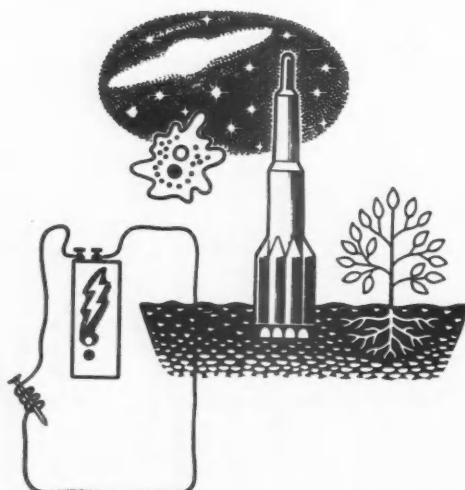
As an obstacle to conversion, Father Spaë cited the fact that Western forms of culture are conquering the world and these tend toward moral indifferentism and relativism. "As for Catholicism with its absolutes of truth and love, it has never been seriously tried in modern times." "We need a special book, the pre-catechism, a book that should not be cast in the form of a textbook but of the Gospel; it should focus on the life and personality of Christ."

Father Paul Bruggisser of Switzerland discussed "the instruction and formation of adult catechumens." Sister Pia, C.P.S., of Mariannhill, South Africa, urged the "missionary urgency of a better catechetical training of parents." The parents must realize their obligation to instruct and train their children and must be taught how to do so.

### Training of Catechists

The last day of the Study Week, July 28, began with a practical, detailed outline of "How to Train Missionaries, Sisters, and Lay Catechists," by Pater Jacquemart, of the Paris Foreign Mission Society. The need of the missions, he said, is more native catechists — well-qualified catechists. The catechist should become and be "a true Christian." He should be made to realize that as a Christian "he is a child of God and lives in unity with Christ under the guidance of the Holy Ghost and

(Concluded on page 59)



# HEATH SCIENCE SERIES

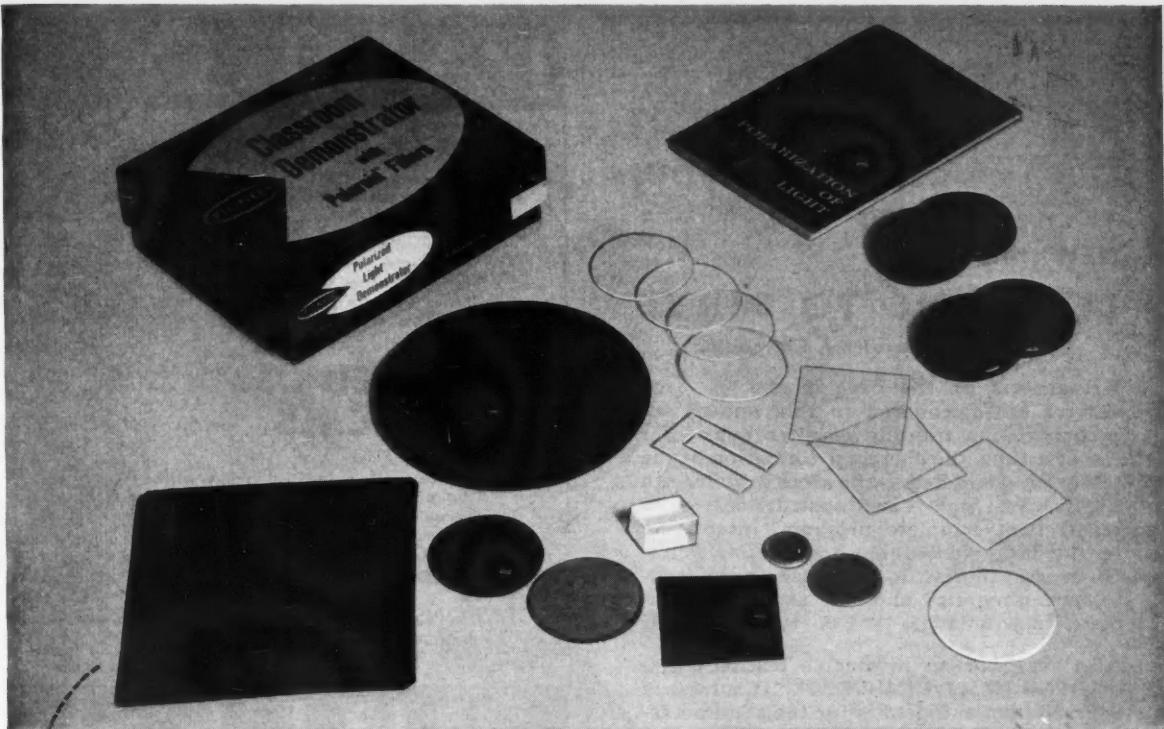
BY HERMAN AND NINA Schneider

- Science for Work and Play
- Science for Here and Now
- Science Far and Near
- Science in Your Life
- Science in Our World
- Science for Today and Tomorrow
- Science in the Space Age
- Science and Your Future

NOT SIX — EIGHT! That's right. The Heath elementary science texts will soon number eight. On January 1 there will be two brand new books for Grades 7 and 8. The texts for Grades 1–6 will at the same time appear in a new edition, extensively revised. You will be quick to note not only the completeness and accuracy of each detail . . . the simplicity of materials required for experiments . . . the great value of the Teacher's Editions . . . but the rare beauty and warmth that set these books apart. We hope that you will make a note now to see the Heath Science Series as soon as you possibly can. It has much to offer you.

D. C. HEATH AND COMPANY

(For more information from advertisers, use the postcard on page 97)



*Here's everything you need to demonstrate*

# POLARIZED LIGHT

Now you can teach the principles of polarized light the most effective way—by demonstration—with equipment that meets the requirements of C.C.S.S.O. Purchase Guide Nos. 3265, 3270.

Vivid, colorful demonstration that quickens student interest, speeds understanding. The Pioneer Advanced Demonstrator (above) equips your class with 10 polarizers, 12 additional demonstration accessories and a text, "The Polarization of Light" . . . complete equipment and instructions for classroom demonstrations and individual experiments. Ask for Pioneer Advanced Demonstrator No. 61-2, only \$29.50.

For use by small groups or individual students, Pioneer offers a basic set consisting of 2 polarizers; samples of mica, benzoic acid, and calcite; plus a step-by-step instruction sheet. Pioneer Basic Demonstrator No. 61-1, \$4.95.



**POLARIZATION OF LIGHT** by Professor Hollis N. Todd, Rochester Institute of Technology, reviews the major theories of light with emphasis on polarization.

Included with the Advanced and Table Top Demonstrators, it outlines many demonstrations and experiments that can be performed with both the Advanced and Basic Demonstrators. Catalog No. 61-10, \$1.00.

**PIONEER** also offers Table Top Demonstrators, for large classes and lecture halls; a self-contained Vertical Polariscope; plus the widest assortment of polarizing materials. Whatever your needs in polarizing equipment, look with confidence to Pioneer. **WRITE** for Catalog 61-11.

**PIONEER**

**SCIENTIFIC CORPORATION**

Subsidiary of Bausch & Lomb

**ROCHESTER 2, N. Y.**

Plastic Lenses, Polariscopes, Demonstrators

# 4 Books... especially yours

NEW this fall...

## LEARNING TO SERVE

By the Rev. Charles J. Carmody

All aspects of the development of good servers are considered in this unified approach to the training of altar boys. For the first time, the character formation of the server is considered in the same volume with the rubrical and Latin instructions. The result is a complete program, interesting to the boy, challenging to the instructor. Of course, the Latin responses are in easy-to-learn phonetics, and the rubrics are completely up-to-date.

Paper, \$1.25

Also available, an invaluable teacher's aid, **LEARNING TO SERVE HANDBOOK**. It furnishes a lesson plan and details for the administration of this new approach to teaching servers. Includes a suggested report card; sample diploma; a possible rite of investiture.

Paper, 50 cents

## GUIDE FOR RELIGIOUS ADMINISTRATORS

By the Very Rev. Paul J. Hoffer, S.M.

Father Hoffer, Superior General of the Marianists, discusses all the problems faced by administrators in the religious life in a most practical way. He writes with amazing insight into people, leadership, and all the facets of administration.

\$4.50

## SPIRITUAL HIGHLIGHTS FOR SISTERS

By Bruno Hagspiel, S.V.D.

This golden anniversary publication of Father Hagspiel's has been on Catholic best seller lists for months. In it he indicates his thorough understanding of the problems of religious.

\$3.50

## AS STARS FOR ALL ETERNITY

By the Brothers of the Christian Schools

Timely as only the tested wisdom of a long tradition can be, these fifty-two popular meditations for teachers meet contemporary teaching problems with intelligence and serve nobly the spiritual welfare of teachers.

\$3.75

THE BRUCE PUBLISHING COMPANY  
610A Bruce Building  
Milwaukee 1, Wisconsin

# PAULIST

## Ideal for School Use ENCYCLICALS

each 25¢

Our complete line of encyclical (full text with discussion outlines) includes *On Christian Marriage*, *Atheistic Communism*, *Quadragesimo Anno* by Pius XII . . . *Rerum Novarum* by Leo XIII . . . *Truth, Unity, Peace and Cure of Ars* by John XXIII. Write for complete list.

## SIMPLIFIED ENCYCLICALS

each 15¢

Our best-selling simplified editions of the popular encyclical include *Heaven's Beginning* (Mystical Body), *Education, True or False* (Christian Education of Youth) and many others. Write for complete list.

## Special!

### STATIONS OF THE CROSS FOR CHILDREN by a Religious of the Convent 10¢ until Jan. 1. 15¢ thereafter.

# PRESS

180 VARICK STREET • Room 565 • N.Y. 14, N.Y.

## MACMILLAN announces . . .

to all English teachers in our Catholic high schools  
a new literature program in paperback  
for grades 9 through 12

### THE PAGEANT OF LITERATURE

a new basal composition series

for grades 9 through 12

### ENGLISH ARTS AND SKILLS

These two series are closely correlated, presenting for the first time a total language arts program.

to everyone vitally concerned with reading  
a new phonics program

### BREAKING THE SOUND BARRIER

by Sister Mary Caroline, I.H.M.

Sister Caroline's reading techniques may be used with any basal reading series.

THE MACMILLAN COMPANY, Catholic Division  
60 Fifth Avenue  
New York 11, New York

## Mission Catechetics

(Concluded from page 56)

the protection of the Mother of God." He must proclaim the kerygma which is in the Bible. The second vehicle of teaching is the liturgy ("integrated worship,") which as Pope Pius XII said, must teach, it must be significant for private life, and it should give meaning to life in the community. And there must be a solid theological core to unify and to make permanent the lessons which they (Bible and liturgy) teach.

His Excellency, Most Rev. Mark Gopu, Archbishop of Hyderabad, spoke on "Centers of Catechetical Apostolate," quoting from the 1950 Congress in Rome: "the Holy See cannot insist too strongly on these centers being set up." He spoke of diocesan and national and regional centers.

At the closing session, Father Hofinger addressed the teachers of catechetics. He spoke of demonstrations — by pupils in the classroom itself, by the professors, by the seminarians under the supervision of competent teachers. The professor of dogmatic theology has the task to show the beauty and the coherence of the various dogmas of faith, in themselves and in their totality. The moral theology professor has a task comparable to the dogmatic theology professor. His explanations are usually as dry as dust. The beauty of the moral law as expressed in the law of Christ is known to all who are interested in finding it.

### A Final Message

In his closing remarks to the Study Week on Mission Catechetics, Valerian Cardinal Gracias, the Study Week president, strongly affirmed that the aim of modern catechetics "is not merely intellectual knowledge, but above all, the conquest of the heart issuing into right conduct." He said that "our great problem today is to produce enlightened Catholics, such as will be able to give a reason for the faith that is in them. And this can be assured only if the foundations are laid early in life when catechism will be taught to our children in such a way that growing in age, they grow in wisdom and Grace."

The Cardinal noted that "never before have I learned so much of catechetics." The Study Week "has helped me to realize how much we who were born in a different age have been the losers, and how much those of today stand to gain. . . . The emphasis was in the right direction . . . our conclusions a definite gain. We have concluded our labors wisely and profitably. It has been for me a great and rich experience."

## NEWS

(Continued from page 54)

### AD MULTOS ANNOS

★ REV. CHARLES I. DOYLE, S.J., psychologist and founder and director of Chicago's Loyola University Guidance Center, celebrated 50 years as a Jesuit, July 24. Father Doyle, who is 71, has taught at St. Mary's College, Kansas, and Marquette University, Milwaukee. He has taught at Loyola since 1933. In 1941 he established the guidance center, which has served about 8000 families counseling and guiding parents and children.

★ REV. ALPHONSE M. SCHWITALLA, S.J., a leader in Catholic medical education, celebrated his 60th anniversary as a Jesuit. Father Schwitalla is dean emeritus of the school of medicine at St. Louis University. In 1948 he became the first nonphysician to receive the certificate of merit and gold medal of the American Medical Association "for outstanding effort for the public welfare on a national level."

★ BROTHER EUGENE FRIEDERICH, S.M., celebrated the silver jubilee of his religious profession Aug. 15. Brother Eugene, formerly secretary to the president of the University of Dayton (Ohio), was assigned to Colegio Ponceno in Ponce, Puerto Rico, in 1958. Since January of this year he has taught at Colegio San Jose in Rio Piedras.

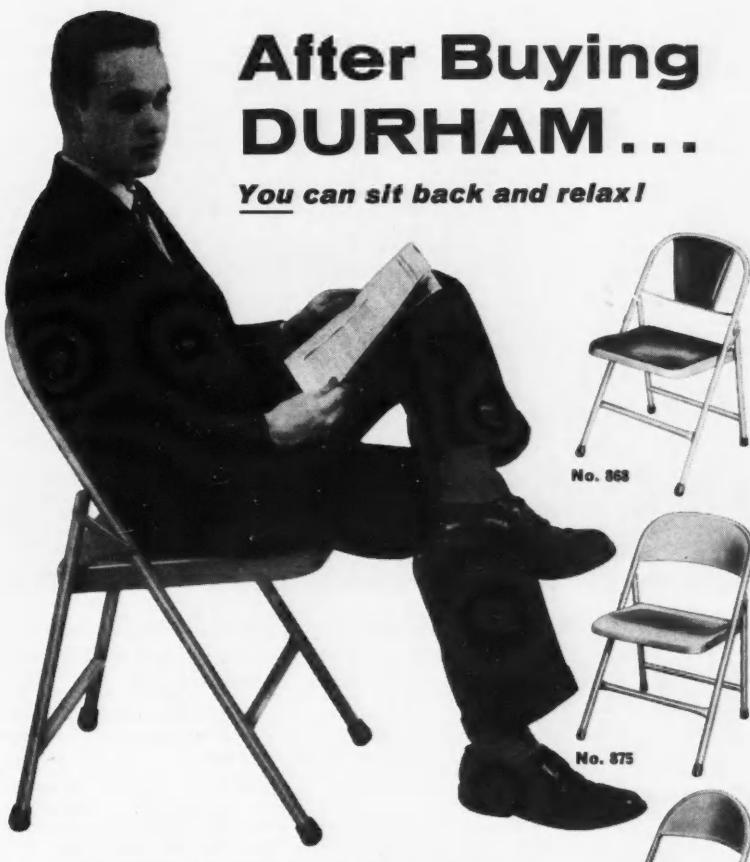
### REQUIESCANT IN PACE

• HIS EMINENCE JOHN CARDINAL O'HARA, C.S.C., Archbishop of Philadelphia, died on Aug. 28 at the age of 72. A solemn funeral Mass was celebrated at the Cathedral of SS. Peter and Paul in Philadelphia on Labor Day by Cardinal Spellman with a sermon by Cardinal McIntyre. Cardinal O'Hara was buried at the University of Notre Dame, Notre Dame, Ind., where he was president of the University from 1934 to 1939. His Eminence Cardinal O'Hara was consecrated as a bishop in 1940 by Cardinal Spellman. From 1940 to 1945 Cardinal O'Hara was an auxiliary to the Archbishop of New York acting as Military

(Continued on page 60)

# After Buying DURHAM...

**You can sit back and relax!**



Be comfortable. You can be . . . physically, as you sit in a sturdy, well designed Durham folding chair . . . and mentally, as you look forward to the extra years of service these durable chairs give. Durham construction and materials insure full value for every seating dollar.

Tubular or channel steel in all-metal, padded and upholstered, and wood seat styles. Book rack and kneeler accessories. Tablet armchair. Chairs for juveniles.

*Write for catalog. See why your best buy is Durham.*



**Durham**  
THE FINEST METAL FURNITURE



DURHAM MANUFACTURING CORPORATION • MUNCIE, INDIANA

## NEWS

(Continued from page 59)

Delegate of the Army and Navy Ordinariate.

• REV. J. EUGENE GALLERY, S.J., 61, former president of the University of Scranton, died of cancer, July 28, at Georgetown University Hospital.

Father Gallery, a native of Washington, D. C., received his M.A. degree from Georgetown in 1920. He left a business career in 1931 to enter the Society of Jesus and was ordained in 1939.

• REV. PETER J. DALY, S.J., 51, headmaster of Loyola School at Park Ave. and

83rd St., New York City, died of a heart attack, July 23, at Pisa, Italy. Father Daly was a commander in the Naval Reserve Chaplain Corps. He was serving as chaplain of the Navy transport General Patch.

• REV. BERNARD DEMPSEY, S.J., professor of economics at Marquette University, died in his sleep on July 23, at the age of 57. He was formerly regent of the school of commerce and finance at St. Louis University and president of the Catholic Economic Association.

• RT. REV. MSGR. JEREMIAH S. BUCKLEY, pastor of St. John the Evangelist Parish, Concord, N. H., died, Aug. 25, at the age of 75. Msgr. Buckley was a former vicar general of the Diocese of Manchester. He was an expert on canon law. In 1925 he

was named a Prothonotary Apostolic ad Instar.

• REV. J. CYRIL DUKEHART, 54, died at Ocean City, Md., July 16. Father Dukehart was associate secretary of the seminary department of the National Catholic Educational Association, Washington, D. C. A former teacher and president at St. Charles College (Md.), he set up the seminary department office in 1958.

• REV. JAMES J. REILLY, S.J., died Aug. 3 at Loyola University of Los Angeles, Calif., where he had taught physics for 10 years. Father Reilly was 42 years old.

• SISTER M. CATHERINE SUELZER, S.S.N.D., died July 14 in Elm Grove, Wis., at the age of 59. In 1947 she became an elementary school supervisor for the diocese of Madison, Wis., and in 1957 she was appointed professor of elementary education at the Catholic University of America, Washington, D. C. Sister also had been a member of the faculty at Mount Mary College, Milwaukee, Wis.

• SISTER MARIE BLANCHE, S.S.N.D. de Namur, who was 77 years old, died Aug. 6 at Hamilton, Ohio. She had been a teacher and principal of schools conducted by her community in Ohio for more than 50 years.

• SISTER M. CECELIA FITZGERALD, C.S.J., one of the pioneer band of eight Sisters of St. Joseph of Orange, died Aug. 7 at Orange, Calif. She was 85. Sister came to California from La Grange, Ill., in 1912 with the original group of Sisters.

• REV. KURT BECKER, S.J., author and associate editor of *Jesuit Missions*, died Aug. 10, at Plattsburgh, N. Y., at the age of 45. Father Becker was the author of *Countdown*, a science fiction book for boys, and *I Met a Traveler*, an account of a Jesuit's imprisonment by the Chinese Communists. He had also written critical articles, poetry, and historical essays.

• REV. JOSEPH J. SULLIVAN, O.P., professor of arts and mathematics at Providence College, Providence, R. I., for 30 years, died, July 18, in Harrison, N. Y. Father Sullivan had designed windows for the Dominican Novitiate in Washington, D. C., and diplomas used in Dominican ordinations. He was 83 years old.

• SISTER M. BARBARA, S.S.J., professor of history and political science at Nazareth College, Nazareth, Mich., died on April 9. Sister Barbara was recognized as one of the nation's authorities on constitutional law. She observed her golden jubilee as a religious in 1946.

• REV. FRANCIS X. BUSH, S.J., spiritual director at St. Louis University, died on Easter Sunday. He was 80 years of age. A Jesuit scholar and teacher, he had been professor of dogmatic theology at St. Mary of the Lake seminary, Mundelein, Ill., for 25 years before moving to St. Louis University.

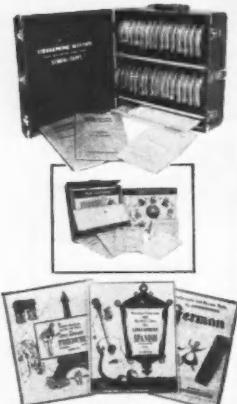
• SISTER MARIE ATONIA, a pioneer in Catholic education for deaf children, died at Greensburg, Pa., on February 5 at the age of 85. Sister Marie Atonia was a member of Mother Seton Sisters of Charity and had spent 52 of her 66 years in religious life teaching deaf children. She was a former teacher, principal, and administrator at DePaul Institute for the deaf in Pittsburgh.

(Continued on page 62)

**See and hear a  
CLASSROOM  
DEMONSTRATION**

**Linguaphone**

**NEW ELECTRONIC  
LANGUAGE-TEACHING TAPES**



**Linguaphone  
School Tapes  
are available in  
The 4 Most Popular  
Languages:**

Western Hemisphere Spanish,  
French, German, and Russian.

The Linguaphone Language Program is qualified under the provisions of the National Defense Education Act.

In your own school, inspect this latest development in audio-visual language training...outgrowth of Linguaphone's experience in over 18,000 schools, colleges, and universities.

Here at last is a teaching tool that helps students learn more...faster. For here is a new kind of conversational language program that makes language-learning more enjoyable, language-teaching much easier.

Linguaphone's unique combination of *native* linguists and modern electronic devices makes possible tape and disc recordings of such unusually fine quality that every subtle nuance of pronunciation, diction, phraseology, and accent is clear and understandable. The synchronized Tapes and Discs, together with up-to-date Workbooks (by Dr. Theodore Huebener) and student and teacher Manuals, comprise the ONLY COMPLETE language study program available today.

Such an achievement cannot be described; it must be seen and heard. That is why we invite you to evaluate this new Linguaphone School-Tape Program in your own classroom.

For descriptive literature and a free demonstration with no obligation, simply mail coupon.

**LINGUAPHONE INSTITUTE, Dept. SD-185-100, 30 Rockefeller Plaza, N. Y. 20.**

Gentlemen: I am interested in receiving more information about the Linguaphone School-Tape Program and would like you to arrange for a demonstration.

Name \_\_\_\_\_

Position \_\_\_\_\_

School Name \_\_\_\_\_

School Address \_\_\_\_\_



### "You're a Young Lady Now"

Bright new edition! Charmingly wholesome booklet for girls 9-11 gives simple, easy-to-understand explanation of menstruation.

#### Teaching Guide

Offers suggested lesson plans for teaching menstrual hygiene.

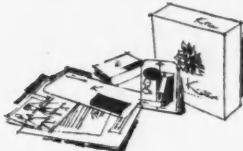
#### "At What Age Should A Girl Be Told About Menstruation?"

Informative pamphlet for parent-teacher discussions.

#### Menstrual Physiology Chart

Newly revised color chart to help you simplify classroom discussions.

**COMPLETE PRE-TEEN PROGRAM AVAILABLE FREE FROM  
THE MAKERS OF KOTEX SANITARY NAPKINS—NOW  
INCLUDING ALL THE FEATURES YOU'VE REQUESTED!**



#### Teacher's Demonstration Kit

To help make instruction on menstrual hygiene even more meaningful to your pre-teen girls.

Kit contains product samples and descriptive literature to show proper use of sanitary napkin and belt.



Plus, the same wonderful Walt Disney Production, "The Story of Menstruation" 16 mm. sound and color animated film, available free on short term loan.

Entire program also available in Spanish. Further information sent on request.

KOTEX is a trademark of KIMBERLY-CLARK CORPORATION

**Kimberly-Clark Corporation • Education Dept. • S-100 • Neenah, Wisconsin**

Please send me free (except for return postage) your 16 mm. sound film, "The Story of Menstruation."

Day wanted (allow 4 weeks). \_\_\_\_\_

2nd choice (allow 5 weeks) \_\_\_\_\_

3rd choice (allow 6 weeks) \_\_\_\_\_

Number of days needed \_\_\_\_\_

Also send:

- copies of "You're A Young Lady Now" (for girls 9-11)
- Physiology Chart     Teaching Guide
- "At What Age Should A Girl Be Told About Menstruation?"
- Kotex product demonstration kit
- Information on free Kotex napkin vending machine service.

Name \_\_\_\_\_ (please print)

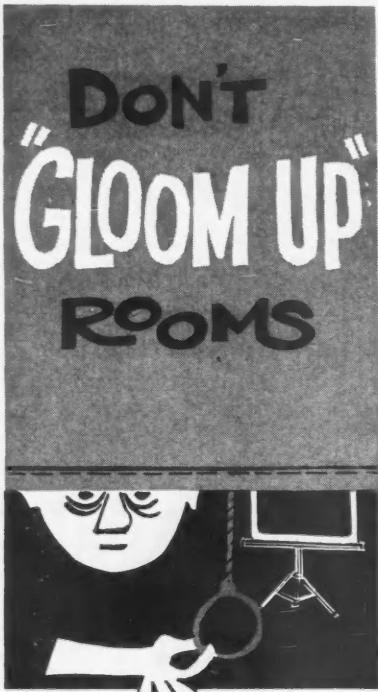
School \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_

State \_\_\_\_\_

**Note: Material will be sent to teachers and authorized personnel only.**



**NEW**  
projection screen  
now enables you  
to view pictures in  
semi-darkened rooms

It is true that you can project better pictures in darkened rooms—but there are many times when room darkening is inconvenient, difficult and costly. Now, with the new Radian exclusive "truly lenticular" screen, which controls both horizontal and vertical light reflection, you can project slides and movies effectively in normally or partially lighted rooms where no unusual lighting conditions prevail. For schools and churches—this minimizes inattention and permits simultaneous use of collateral material.

**Send for Illustrated Booklet** which gives the complete explanation of this new truly lenticular screen, also catalog giving specifications and prices of Radian's complete line of lenticular and glass-beaded screens of every type for every purpose.

## RADIANT Lenticular SCREENS

Radian Manufacturing Corp. P. O. Box 5640, Chicago 80, Ill.	
Gentlemen: Please rush me free copy of your booklet "The Miracle of Lenticular Screens" and complete Radian Screen Catalog.	
Name.....	CS-106
School.....	
Address.....	
City.....	Zone.....State.....

## NEWS

(Continued from page 60)

### PUBLIC SCHOOL RELATIONS

#### School Support in Holland

About 37 per cent of the elementary schools in Holland are Catholic schools. These Catholic schools, like the public school and other denominational schools, receive their full support from the government. About 35 per cent of students of secondary schools in the Netherlands are in the 161 Catholic high schools which, for the most part, are fully supported by the government. This condition in Holland results from the 1920 Act on Primary Education which required a change in the 1917 Constitution.

#### Released Time Upheld

The Oregon Supreme Court in a recent 4 to 3 decision upheld a 1925 state law providing that children in public school, on the request of their parents or guardians, may be excused for two hours a week to attend a school for religious instruction.

#### Public Facilities for Catholic School

Students at Catholic High School, Piqua, Ohio, can and do use the facilities of Piqua (public) High School. The Catholic students are enrolled and receive credit in four classes offered at the public high school. In addition, the Catholic students use athletic facilities, for a slight stipend, and school nurses provided by the public school. This model of Catholic-public school relations was placed before the nation at the recent meeting of the American Association of School Administrators in Atlantic City by Superintendent W. F. Hoerner of the Piqua School System. Mr. Hoerner, who is not a Catholic, said: "In my opinion public tax money cannot be given directly to private and parochial schools, but certainly our services can be given to the children. An arrangement like this could temper the feeling that there must be complete separation of Catholic and public education." He further stated that "This working agreement is very good. Our high school band has even participated in some Catholic school and church functions. I certainly would encourage a relationship like ours. Catholics pay their share of taxes, and I don't see that public schools should discriminate against them." The question of bus transportation doesn't come up in Piqua.

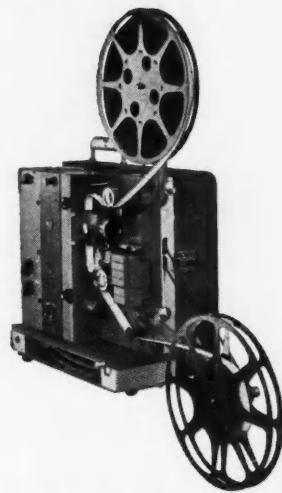
#### Seeks Religious Education in Nicaragua

A call for religious education in Nicaragua's public schools was made in an editorial by Pablo Antonio Cuadra, who is director of *La Prensa*, the daily newspaper in Managua, Nicaragua.

Cuadra, who heads the country's largest newspaper, said that "secular instruction is an outmoded, aristocratic dictatorship which refuses religious education to the people." He said that the present system of secular education restrains freedom of instruction by imposing a religious neutrality which is unable to fight the Communist danger.

(Continued on page 65)

## Good reasons for RCA projector popularity!



- "Life-Tested"—your assurance of projector quality!
- Easiest, fastest threading in the 16mm field!
- Whisper-quiet operation!
- Powerful 1200-watt lamp—throws 20% more light on screen!
- Built-in lubrication!
- Pressure guides are the "softest touch" in film handling!
- Nylon film pressure shoe—lasts 2 to 3 times longer!
- Superior sound reproduction!
- Longer operating life; minimum maintenance!

\*Rigid endurance standards have been set for RCA "LIFE-TESTED" Projectors. Individual components as well as finished projectors are subjected to continuous testing to evaluate the durability and efficiency of all operating parts. "LIFE-TESTED" at RCA means better, more reliable performance from RCA Projectors.

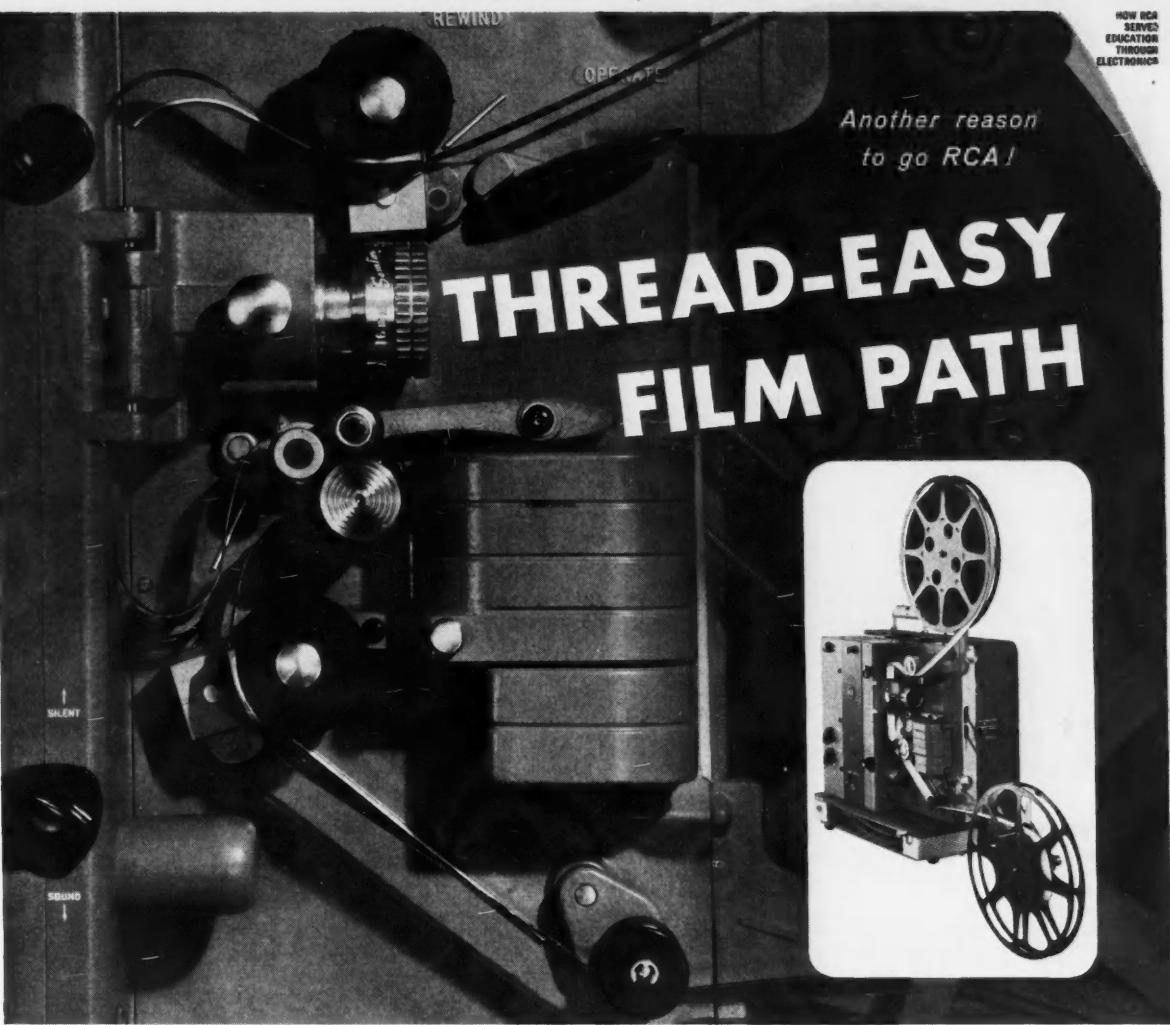
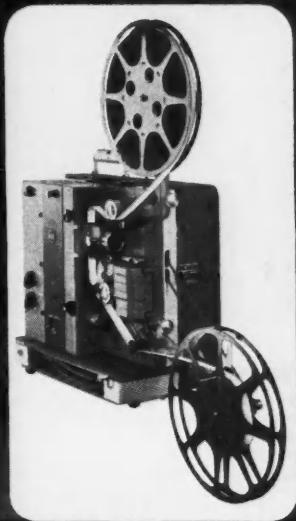


**RADIO CORPORATION  
of AMERICA**

AUDIO-VISUAL PRODUCTS • CAMDEN 2, N.J.

Another reason  
to go RCA!

# THREAD-EASY FILM PATH



## ...EASIEST TO THREAD, SIMPLEST TO OPERATE

Almost anybody can thread an RCA "Life-Tested"\*\* 16mm Projector in less than 30 seconds. Its exclusive Thread-Easy film path is the simplest and most direct in the 16mm field. Even amateurs can screen every show with professional-like ease.

RCA engineers continually search for new ways to make RCA projectors even longer-lasting and easier to operate. As new ideas are proved valuable, they become part of RCA Projector design.

For example, the latest "Life-Tested" Projectors incorporate a nylon film pressure shoe which is kinder to film, quieter operating and so durable that it probably will not require replacing during the normal lifetime of the projector. New, too, is a one-piece, precision tooled intermittent cam and gear which replaces a 3-part assembly. A new claw design accommodates new or old film with equal facility and reduces film handling noise to a hush. Like most changes, these are not readily visible, but are

contributing substantially to the smooth operation and dependable performance you expect from RCA Projectors. This is the important kind of design change, the kind that keeps RCA Projectors always ahead in 16mm.

Competitive comparisons have sold thousands of RCA Projectors. Make your own . . . you'll go RCA!

*Your RCA Audio-Visual Dealer has full details on RCA "Life-Tested" Projectors and other electronic aids to education. Look for his number under "Motion Picture Equipment and Supplies" in your Classified Directory. He will be glad to come to your school to give you a demonstration.*



**RADIO CORPORATION  
of AMERICA**

AUDIO-VISUAL PRODUCTS • CAMDEN 2, N. J.

*Rauland*

## SCHOOL SOUND SYSTEMS

RAULAND'S engineering experience provides in these systems absolute simplicity of operation, but with the complete flexibility demanded by present day school administration. Exclusive features and moderate cost have made RAULAND Sound the choice of thousands of educators. RAULAND systems are still giving reliable service after two decades of use.

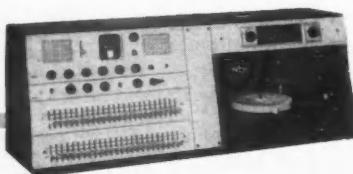


**S800 Series**  
Three-Channel System; unusual program flexibility; capacity up to 221 rooms.

### every desirable program facility and feature

- ★ **Microphones**—announcements and programs from multiple microphone locations
- ★ **Intercom**—two-way voice conversation with any room; privacy available
- ★ **Phonograph**—distributes phono program (transcription player or changer); also available for use with tape recorder
- ★ **FM-AM Radio**—selects any FM-AM radio program for distribution to any or all rooms
- ★ **Optional Features**—Disaster Emergency Switch; program clock signals; telephone intercom; light annunciation; remote controls, etc.

**Model S745**  
Two-Channel System;  
Desk mounting—  
compact and efficient



**FREE  
SCHOOL  
SURVEY**

An experienced RAULAND Engineering Distributor is available in every major city to survey your buildings and make practical recommendations. No obligation, of course. Send coupon or write today.



**FREE**

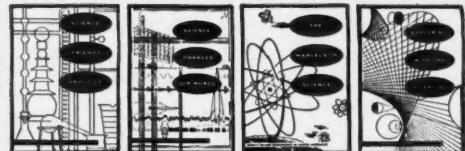
### RAULAND-BORG CORPORATION

- Rauland-Borg Corporation, Dept. L  
3535 W. Addison St., Chicago 18, Ill.  
 Send full details on all RAULAND School Sound Systems  
 Have the RAULAND Distributor contact us

Name \_\_\_\_\_ Title \_\_\_\_\_  
 School \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

## SIMPLIFY YOUR ELEMENTARY SCIENCE CLASS TEACHING

Each day brings new discoveries in the fast-moving world of science. As a result, elementary teachers face a growing pressure to stress science studies in their classes. Warp's clear, concise SCIENCE REVIEW-WORKBOOKS ease your task, supplementing your classroom discussions with practical exercises.



All four of these REVIEW-WORKBOOKS (one for each grade, 5 to 8) are built on Warp's famous Five-Point Method which plants facts firmly in each pupil's mind. Years of success with this method back our guarantee of satisfaction. Order as many books as you like, use them for 10 days and watch how they stimulate pupils' interest and retention. Send no money. We'll bill your school later at the low price of only 50¢ a copy in quantities of 100 or more. Write to . . .

**WARP PUBLISHING COMPANY**  
Department 1 • Minden, Nebraska

### We Sing and Praise



Widely used throughout the country, these colorful books for grades 1-8 offer an integrated music course in liturgical and secular music. Each book is organized to follow the procession of the Church year. Gregorian chant is introduced early. Simple Masses are presented. Records, Piano Accompaniments, Teaching Suggestions for each grade.

JUST PUBLISHED — **We Sing of Our Land**, a delightful songbook for grade 7, and its Piano Accompaniments. Write for more information about **We Sing and Praise**, the unique music series which will add color to your school music program.

### Ginn and Company

Home Office: Boston Sales Offices: New York 11  
Chicago 6 Atlanta 3 Dallas 1 Palo Alto Toronto 16

## NEWS

(Continued from page 62)

### Students Protest Segregation

The National Federation of Catholic College Students has established a special fund to aid Negro students involved in "sit-in" protests against segregated lunch counters in the South. This was disclosed in a recent announcement by NFCCS president Bernard H. Martin. Arrest of Negro students participating in the non-violent "sit-in" demonstrations and their expulsion from their colleges is a "flagrant violation of civil rights," stated Mr. Martin. "Realizing the situation, we as Catholic students and Catholic student leaders have a special responsibility in this area." Urging financial aid to Negro students "in their legitimate efforts to obtain their natural rights," he pointed out that money is needed for such purposes as paying bail and fines and providing scholarships. As this statement was being issued, Catholic students from the entire country were encouraging, aiding, and even traveling many miles to support, if only morally, their southern Negro countrymen.

### Urges Bible Reader

Rev. Walter M. Abbott, S.J., associate editor of *America* magazine, has urged that Protestant, Catholic, and Jewish Biblical scholars co-operate on a "common Biblical Reader" for public school use. Father Abbott said that such a reader would contain only certain scriptural passages suitable for reading in public school in states allowing it. He added that it would provide "a ready answer to the problem of what translation of the Bible should be used."

### Encyclopedia Office Opened

Headquarters for the five-year project of producing a new English-language Catholic encyclopedia were formally opened at the Catholic University of America in Washington, D. C. Rt. Rev. Msgr. William J. McDonald, rector of the university and editor-in-chief of the encyclopedia, said that more than 100 contributors have been contacted for the project.

The university announced in September, 1959, that it would produce the new encyclopedia, which will replace the original *Catholic Encyclopedia*, published 53 years ago. Fifteen-volume sets will be issued by the McGraw-Hill Book Co., Inc., of New York. The project will cost more than four million dollars.

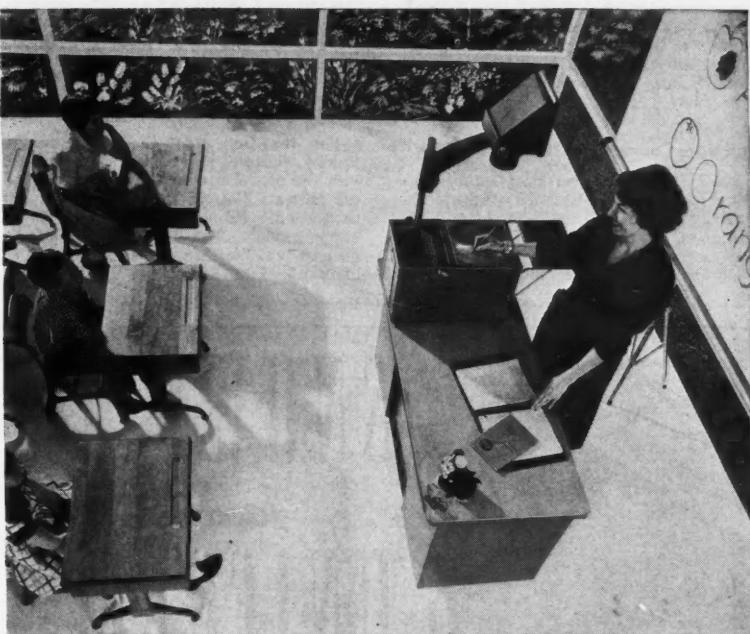
### Catholic Bible Week

The Catholic Biblical Association of America has changed the annual date of Catholic Bible Week from February to November 6-12. The change in dates was made known last January by Rev. Joseph E. Fallon, O.P., chairman of the association's Bible Week committee stationed at the Dominican House of Studies, Catholic University of America.

Father Fallon said that the change will make Bible Week a followup to Mission Sunday, widely observed in churches on the last Sunday of October. It will also put the observance closer to National Bible Week, sponsored during the third week in October by a nonsectarian laymen's association in New York.

(Continued on page 66)

## Even in classrooms sunshine bright...



### AO's NEW OVERHEAD DELINEASCOPE

*gives the clearest image you've ever seen!*

This revolutionary new overhead projector, by American Optical Company, was developed around a powerful 1000 watt light source to give you the brightest . . . biggest projected screen image you've ever seen. Even the extreme corners are sharp and clear because a specially designed Fresnel lens affords perfectly balanced illumination to every square inch of screen area.

This precision teaching instrument will project all the line, form and color of a 10" x 10" transparency up to a huge 177 sq. ft. screen image . . . in crisp, accurate detail.

You'll enjoy using this instrument because you face your class at all times . . . observe every movement and expression of subject reception and understanding.

AO's Overhead Delineascope helps give your program an unlimited flexibility that is not possible with any other AV medium. You can emphasize or dramatize by adding to your prepared teaching material on-the-spot.

You'll want to see all the new, exclusive features that make this instrument a practical investment in creative teaching. Your AO Salesman or Audio-Visual Dealer will be happy to arrange a demonstration at your convenience.

Dept. K-256

Please send complete information on AO's New Overhead Delineascope.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

American Optical  
  
Company

SPENCER INSTRUMENT DIVISION, BUFFALO 15, NEW YORK

IN CANADA write—American Optical Company Canada Ltd., Box 40, Terminal A, Toronto, Ontario

## NEWS

(Continued from page 65)

Catholic Bible Week was begun in 1952, the year which marked the 500th anniversary of the printing of the first Bible by Johann Gutenberg. Until that year, a "Bible Sunday" had been observed annually since 1941.

### Religion Courses for Newman Clubs

Plans for a four-year program of religious education for Catholic students attending non-Catholic colleges have been announced by the Albany, N. Y., Diocese. The program, which Bishop William A. Scully of Albany hopes to have certified

for college credit, will be conducted through the 19 Newman Clubs of the diocese.

Courses will be offered in philosophy, the sociology of Scripture, marriage, liturgy, apologetics, and Church history. Seven Newman Club chaplains are studying at Boston College now to prepare a curriculum for the diocese.

### Political Parties Support Libraries

For the first time in United States' history libraries have been incorporated into the platform of the two major political parties. Platform statements of both parties offer support for extension of library services. The Democratic platform pledged to "further federal support of libraries." The Republican platform an-

nounced the "support of library services to extend it to all our people."

The endorsement of library service extension points up the bipartisan support of the Library Services bill which currently is bottled up in the Rules Committee of the House of Representatives.

### Praises U. S. Education

The Prefect of the Sacred Congregation of Seminaries and Universities has praised the "amazing vitality" of United States' Catholicism, especially in the field of education, in a letter acknowledging receipt of an annual report on the work of the National Catholic Welfare Conference.

The Vatican official, Giuseppe Cardinal Pizzardo, said that the increase of 700,000 — to a total of 5,300,000 — in the number of students in U. S. Catholic schools during the period covered by the reports, showed that the "Catholics of the United States are fully aware of the importance of the school question."

### CCU Opposes Federal Aid

The Catholic Central Union voiced strong opposition to proposals for federal aid to education at its 105th annual convention in Little Rock, Ark.

The Union, which is a Catholic laymen's association dedicated to the study and practice of papal social principles, said that proposals for federal aid which would benefit public schools only were "manifestly unfair toward the private and religious schools" and posed a "serious threat to their continued existence." The Catholic Central Union said it is "in principle opposed to federal aid to the schools because . . . it will mean federal control."

Richard F. Hammerlein, vice principal and guidance director at Lyncoeur Junior High School in Syracuse, N. Y., and a member of the department of education at Le Moyne College, was elected president of the Catholic Central Union.

### Lay Volunteers for Latin America

The Holy See, through an appeal by Marcello Cardinal Mimmi, president of the Pontifical Commission for Latin America, has launched a program to enlist single and married laymen as "papal volunteers" to help train Catholic leaders in Latin America. The volunteer program called for teams of from three to 10 members to serve from two to five years, with the option of serving longer.

The United States' representative for the project will be the new Latin America Bureau of the National Catholic Welfare Conference. Rev. John J. Considine, M.M., bureau director, speculated that a year of planning will be required in the United States to develop "briefing and language centers" where volunteers could be trained.

Cardinal Mimmi said that volunteer teams will be needed for such activities as catechetical instruction, Catholic charities, urban and industrial problems, mass communication training, and English-language teaching, as well as teacher training.

### Aid Youth Guidance

The Youth Department of the NCWC initiated the publication of the *American Journal of Catholic Youth Work* in conjunction with the National Conference of Catholics in Youth Serving Agencies. The publication, to appear three times yearly, will present both theoretical and practical knowledge to persons engaged in youth work. It is designed for leaders in non-Catholic as well as Catholic agencies.

(Continued on page 68)



# SNOWHITE Tailored UNIFORMS

*Really Are Better*

For  
School Girls  
of  
All Ages

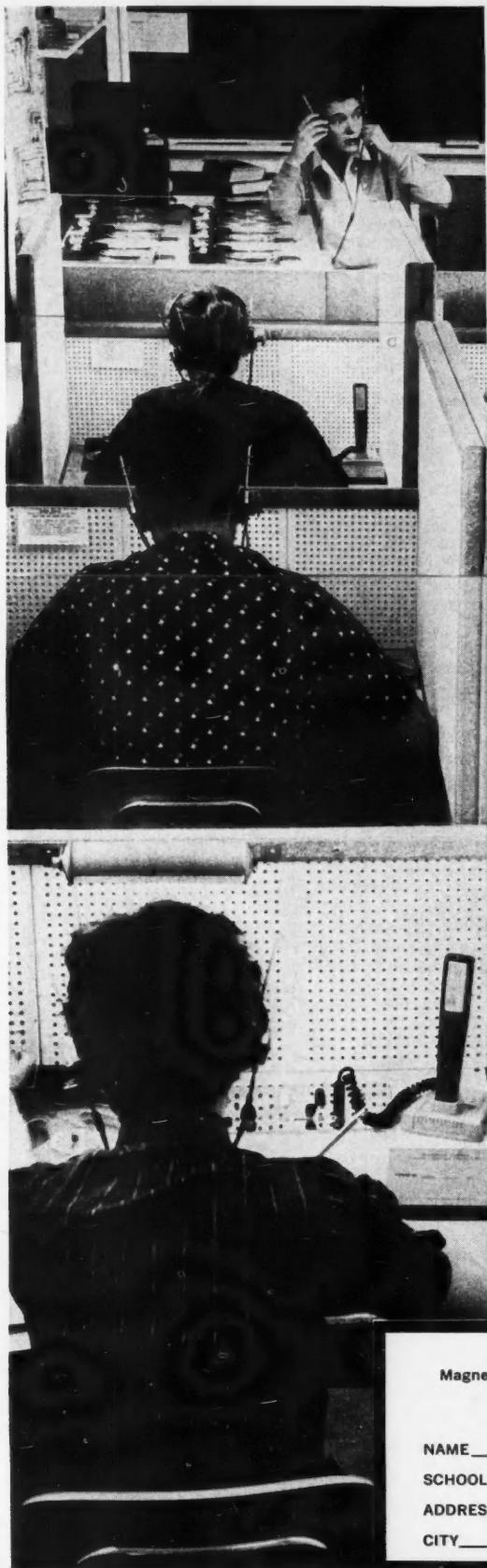
JUMPERS, JACKETS, BLAZERS,  
SKIRTS, BLOUSES, ACCESSORIES

New styles, new fabrics in  
Woolens, Synthetics and Blends

Before you place your next order, consider  
SNOWWHITE! Your request for information  
will not obligate you!



224 W. Washington Street, Milwaukee 4, Wisconsin



## "FIRST THE EAR..."

**Now, hear first-hand  
how tape recordings help teachers  
put new life into language studies!**

Now, a special tape recording, "First the Ear . . .", tells the exciting success story of the use of magnetic tape in today's language classrooms! With this new 30-minute tape from 3M Company, you hear first-hand accounts from instructors who now use tape to win keen student interest, enthusiasm and concentration . . . in both modern and classical languages, both beginning and advanced courses.

Whether you have a language laboratory, as shown at left, or simply use portable tape recorders, you'll find many valuable teaching ideas by listening to this new tape. For example, it tells how students become more proficient by hearing many native voices and accents . . . tells how both you and your students can better evaluate individual achievement . . . tells how you can pre-record practice drills, then spend more time making corrections and working with individual students.

"First the Ear . . .", prepared for professional educators with the counsel and participation of leading language instructors, is available to you for only \$1.50. Just return the coupon below to 3M Company . . . manufacturers of professional-quality "SCOTCH" BRAND Tapes, famous for perfect sound reproduction and available in a variety of types to meet all recording requirements.



**MINNESOTA MINING AND MANUFACTURING COMPANY**  
... WHERE RESEARCH IS THE KEY TO TOMORROW



"SCOTCH" and the Plaid Design are registered trademarks of the 3M Co. © 1960 3M Co.

**MINNESOTA MINING AND MANUFACTURING COMPANY**  
Magnetic Products Division (Dept. MCE-100), Box 3300, St. Paul 6, Minnesota  
Please send the new 30-minute tape, "First the Ear . . ."  
Enclosed is check or money order for \$1.50. (Make check payable to Minnesota Mining and Manufacturing Company.)

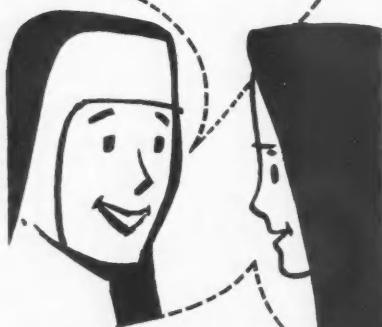
NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ ZONE \_\_\_\_\_ STATE \_\_\_\_\_

**WE HAD A  
WONDERFUL  
SHOW...  
SUCCESSFUL TOO!**



**THOSE  
COSTUMES BY  
PAUL LOOKED  
FINE...**

Each year more than 1400 Catholic schools using costumes by Paul, stage successful entertainments.

We manufacture over 250 styles of costumes made of satins, duvetynes, etc., at an average price of \$4.00 each. Costumes are individually boxed with child's name and shipped in prompt reply to your order. The costumes are kept by the children.



This is a new, illustrated, 16 page costume catalog covering all phases of children's theatricals. On the back cover is a simplified measuring chart.

**COSTUMES BY Paul**

561 Broadway New York 12, N. Y.  
PHONE - WA 5-8369

## NEWS

(Continued from page 66)

### National Enrollment

For the first time in history the combined total enrollment in United States Catholic grade and high schools passed the 5 million figure. New figures show that 5,090,012 students are enrolled in this country's Catholic elementary and secondary schools. Catholic elementary schools set another record by having a 100 per cent increase in their enrollment since World War II. Church sponsored high schools enrolled 827,912 and grade schools enrolled 4,262,100 this school year. These figures were released by the National Catholic Welfare Conference Department of Education. There are 10,278 Catholic grade schools taught by 102,622 teachers. Catholic high schools total 2401, staffed by 40,869 teachers.

### Spiritual Helps for Retarded Children

A number of small booklets have been released for parents and others who are concerned with the care of retarded children and their spiritual training. Some that have come to this JOURNAL's attention are:

*Religion in the Home*, by Katherine Byles, a monthly from the Paulist Press, 401 W. 59th St., New York 19.

*My Guide to Heaven*, compiled by Msgr. Feider, a special catechism for retarded children which can be obtained from St. Coletta School, Jefferson, Wis.

*For Parents of Retarded Children*, by G. Breitenbeck, published by Redemptorist Fathers, Liguori, Mo., is full of practical suggestions and useful information. It also has a sermon on understanding and a treatise on God's love.

### College Offers Articulation Booklet

The Student Personnel Service of St. Francis College, Brooklyn, has issued a booklet on *Articulation on All Levels of Catholic Education*. It is a summary of the proceedings of the third annual teacher guidance clinic which was conducted by the college last February in conjunction with the Catholic Guidance Councils of the Dioceses of Brooklyn and Rockville Centre, New York. The booklet deals with relations between elementary and secondary school, a special section is featured on the Catholic elementary school graduate who enters a public high school, an analysis of the articulation problem between high school and college, and a report of the suggestions of cross section of speakers and discussants from both levels of education. The brochure is available for a nominal sum from the St. Francis College Press, Brooklyn 31, N. Y.

### Machine Menace in Schools?

William Kvaraceus, Boston University professor of education, has thrown what seems to be a monkey wrench into the machine method of present day high school education. At the annual institute on school social work, held recently at Fordham University, he stated that innovations in the schools involving use of "teaching machines" have added to the threat of impersonality and isolation. "The increasing popularity and use of the

(Continued on page 70)

# 4 WORDS

Start a girl  
up the ladder  
to a better  
job with  
more money.

"Erase Without  
a Trace!"

Get famous  
A.W.Faber

## ERASERSTIK®

The original grey eraser point  
—always best for erasing.

—used by more  
able secretaries  
than all other  
pencil shaped  
erasers  
combined.

REG. TM 686,508

7099B with brush 20c. 7099 without brush 10c. Insist on the original and genuine EraserStik with the registered trade mark.



Shaped like a pencil, it sharpens like a pencil to any style point you prefer—blunt, medium or slender.



## SAPHIR HAND SHARPENER

works like magic.  
Gives you the correct  
point on your  
EraserStik—then stops  
sharpening.  
If you use  
one, you need  
the other. Ask  
your Stationer.

## A.W.Faber-Castell

Pencil Co., Inc., Newark 3, N. J.



STYLED BY REINECKE & ASSOCIATES

## Famous Heyer Conqueror Spirit Duplicator...

*prints  
hundreds of  
copies quickly...  
automatically*

Here's spirit duplicating at its easiest and best! At the touch of a lever, the electric Heyer Conqueror Spirit Duplicator feeds, prints and counts 330 copies in 3 minutes—and shuts off automatically when the last sheet is fed.

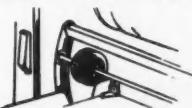
Everything is done automatically, leaving you free to do other work at the same time. Write, type, rule or draw on a master. Use as many as 5 colors. Conqueror Duplicators will print them in perfect register in a single operation. New Sheet Separator

Feed, with Adjustable Feed Wheels and Feed Tension Control, assures positive, nonskip feeding of thin papers to cards—even newsprint—from 3 x 5" to 9 x 15" in size.

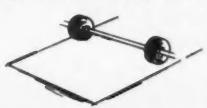
Here's a machine that quickly pays for itself!

For those whose needs are occasional, a hand-operated model is also available. And, most interesting of all, prices of Heyer Conqueror Duplicators are much lower than you'd expect.

### ALL HEYER CONQUEROR SPIRIT DUPLICATORS OFFER THESE UNEQUALLED FEATURES!



**Sheet separator feed**  
Vastly improved Sheet Separator  
Fingers eliminate side retainers  
and tricky adjustments.



**Adjustable feed wheels**  
Contact paper at outer edges  
for positive forwarding  
one sheet at a time.



**Feed tension control**  
Assures non-skip feeding,  
lightweight papers to cards—  
even newsprint.



**Unique feed drive**  
Nationally honored for  
engineering excellence,  
smooth forward motion.



**Counts as it prints**  
Shows exact number  
of copies printed...  
quickly re-sets to zero.



*Send for your  
**FREE** personalized  
memo pad and*

**MAIL COUPON TODAY**

**FOR INFORMATION AND  
DETAILS ABOUT A  
ONE WEEK FREE TRIAL**



**HEYER INCORPORATED**  
Chicago 23, Illinois

**HEYER INCORPORATED** / 1867-F South Kestner Avenue,  
Chicago 23, Illinois

Please send my **FREE** Personalized Memo Pad and  
information about a **ONE WEEK FREE TRIAL** of a  
Conqueror Spirit Duplicator.

NAME \_\_\_\_\_ TITLE \_\_\_\_\_

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ ZONE \_\_\_\_\_ STATE \_\_\_\_\_

OUR PHONE NUMBER IS \_\_\_\_\_



**B. D. ROSE COMPANY  
SPECIALISTS IN FINE  
APPAREL AND ACCESSORIES  
FOR BOYS AND GIRLS**

Here, service, products  
and price without compare.

**The Best Mannered School  
UNIFORMS**

6 Gored, Crisply Tailored

**Correct Wash 'N Wear  
BLOUSES**

Guaranteed To Stay White Forever

**Thoroughbred All Wool  
BLAZERS**

Piped or Plain for Boys, Girls

**Stand-Out Quality, Dashing Style  
POPLIN TIES**

All Colors—For Boys, Girls

**PLUS**

SKIRTS, BEANIES, SOCKS,  
SWEATERS, SHIRTS, SLACKS, EMBLEMS

write for illustrated catalog, samples on  
request—no obligation at all, and all re-  
quests receive prompt attention

Parochial School Suppliers

**B. D. ROSE  
& COMPANY**

404 E. Wadsworth Street  
Phila. 19, Pa.

## NEWS

(Continued from page 68)

television set, language tapes, Skinner's boxes, IBM test scoring machines, movie projectors, film strips, and recordings have cut down on the human relationships in the classroom between student and mentor, it is doubtful whether a counselor, a school nurse, or a psychologist can fill in the widening gap," stated the educator. Digression from the commonplace pattern should be encouraged in the guidance process, he declared. School and pupil services must do more than repair and rehabilitate—they must shift their focus from consequences to causes of poor school performance and maladjustment, Mr. Kvaraceus said. "This will mean greater concern for improvement of the curriculum; it will require a study of the society of the school; it will call for exploitation of individual pupil differences; it will demand strengthening and increasing interpersonal relationships between pupils and teachers; it will require better selection and upgrading of professional staff; it will call for effective teamwork; and it will require an awareness of the implications of research for school practice," he declared.

**Jesuits Contemplate New University  
in Texas**

The New Orleans Province of the Society of Jesus has acquired 640 acres of land from the Horizon Land Corporation, developers of a new metropolis being planned on a 167 square mile site outside El Paso, Tex.

Rev. Laurence M. O'Neill, S.J., provincial of the New Orleans Province, said that "such an institution would answer the needs of a large education-hungry public and merit the support of many community leaders. The Horizon City area contains a large Catholic population within a radius of 50 miles, and there exists no other similar institution of higher education in that region."

Lucio Costa, who planned Brasilia, the new capital of Brazil, is the chief planning consultant in the construction of Horizon City. The city is expected to hold one and a half million people.

**Mercy Nuns Seek School Data**

The Sisters of Mercy of the Trenton and Camden, N. J., Dioceses are initiating an intensive research into the history of the high schools, grade schools, and convents under their direction. Most valuable to this research are pictures, pamphlets, programs, newspaper clippings, and anniversary booklets. Pictures of schools and convents under construction, both existing and former residences are desired. Those of graduating classes and class groups are needed also. In order to be valuable in this research, pictures and newspaper clippings must be identified as to names and dates. Any materials submitted will be returned if the donor so requests. This appeal is directed especially to former students and parishioners of the Sisters of Mercy. Information should be sent to any of the convents of the Sisters of Mercy at Plainfield, N. J.

**45-Second Walk to Safety**

Eight hundred students and teachers vacated St. John's High School, Pittston, Pa., in 45 seconds when the ancient school building caught fire recently. It took firemen from 12 surrounding communities three hours to bring the fire under control. Damage may run to nearly \$1,000,000.

**Colleges Planning Survival**

A significant meeting of administrative personnel of 70 midwestern Catholic colleges was held on Aug. 22 in the Lake Shore Club, Chicago. The meeting was called by Very Rev. Raphael H. Gross, president of St. Joseph's College, Rensselaer, Ind., who presided as chairman. The meeting was prompted by the alarming prediction that within 10 years only a few independent colleges will be of consequence. Father Gross said that the prediction is based on the "documented belief that they will not be able to adapt or to accept the vast changes that will be necessary in the decade ahead; moreover, that their fundraising methods will not be sufficient to keep them abreast of the more successful institutions."

Walter L. Darling, of Chicago, a consultant to colleges and institutions, proposed a comprehensive plan consisting of:

(Concluded on page 73)



Architect's drawing of Horizon City.



## BEGINNERS "THRIVE" ON THE *SLANT-O-MATIC*

The SLANT-O-MATIC\* is so simple to operate! Anybody who can read "O" and "B" can do overcasting right off. Or dial "A" and "L" and make real buttonholes after just a few tries.

What a confidence-builder!

**There's teacher confidence** built into it, too. SINGER engineers designed it for simplicity and ruggedness. They gave it more punishment during rigorous testing than a machine will ever get in your classroom.

In actual use, the SLANT-O-MATIC is proving to

be every bit as dependable and long-suffering as the straight-stitching SINGER\* machines.

**Another important point.** No other zigzag sewing machine can promise more mileage in the classroom than the American-made SLANT-O-MATIC. The zigzag mechanism completely disengages for straight stitching to give long wear and perfect straight stitch.

Every one of *your* students should have experience on the SLANT-O-MATIC...the machine that makes "complicated" sewing easy...even for beginners!

- SPECIAL PRICES TO SCHOOLS
- SPACE-SAVING DESK CABINETS
- TEACHER'S DISCOUNT



### SINGER SEWING CENTERS

Listed in your phone book under SINGER SEWING MACHINE CO.  
\*A Trademark of THE SINGER MANUFACTURING CO.

## New from MOORE

### CAPS AND GOWNS IN THE NEW MIRACLE FABRICS

Soft and silky smooth, the newest MOORE materials are brightly hued, and almost airy light. A most welcome new high in appeal and comfort.

Ask for Swatch Catalog CG 16  
Sale or Rental --- Hoods, Too  
Contact Your Nearest Office

### E. R. MOORE CO.

932 Dakin St. Chicago 13, Ill. Phone: GRaceland 7-3600  
268 Norman Ave. Brooklyn 22, N. Y. Phone: Evergreen 3-2800  
1605 Boylston Ave. Seattle 22, Wash. Phone: EAst 2-2848

### E. R. MOORE CO. OF CALIFORNIA

1641 N. Allesandro St. Los Angeles 26, Calif. Phone DUnkirk 7-3205

ALSO MAKERS OF ROBES FOR CHOIR AND CONFIRMATION —  
GYMSUITS FOR GIRLS



Test Books for use with these  
National Best Sellers  
are now available.

64-page test books for use with  
textbooks — grades 4 thru 8  
of the series

#### God's World — elementary science

45¢ each, net

\* \* \* \* \*

80-page test book for use with  
**The Christian Citizen**

by Quigley - Donovan

— upper grade Civics

48¢ net

\* \* \* \* \*

Four 32-page test books for use with  
**Our Quest for Happiness**  
— high school religion

15¢ each, net

**Mentzer, Bush and Company**

330 East Cermak Rd., Chicago 16

### Saint JOSEPH MISSALS

*Completely Revised*  
**DAILY MISSAL**

- Large Type • Simplified
- Full-Colored Illustrations

CLOTH	IMIT. LEATHER	DELUXE LEATHER
\$3.75	\$7.00	\$8.50



SUNDAY MISSAL		
PAPER	CLOTH	LEATHER GOLD EDGE
\$1.35	\$2.75	\$4.50

### SAINT JOSEPH CHILDREN'S MISSAL

- 100 Colored Illustrations.
- Gospel Story for Sundays.
- Ordinary Explained.
- Simple Mass Prayers.

Paper 75¢  
Leatherette \$1.25  
Celluloid \$2.50

WHEREVER CATHOLIC BOOKS ARE SOLD

## NEWS

(Concluded from page 70)

1. A complete analysis of the institution's patterns of income and expenditure, its sources of income and its future financial needs.

2. Formulation of a program which covers the long-range financial needs of the college and which spells out the means of fulfillment through internal economic and more effective fund raising.

3. Implementation of the program on a permanent basis. This includes cost control, public relations, fund raising, and capital development.

"Today," he said, "the bulk of educational endowment money is going to less than one per cent of existing colleges in the U. S. Obviously, the remaining 99 per cent must redouble their efforts, and probably change their methods, to fulfill their educational missions."

### HONORS AND APPOINTMENTS

#### Named Secretary General at Catholic U.

DR. GEORGE D. ROCK, since 1948 dean of the graduate school of arts and sciences of the Catholic University of America, Washington, D. C., has been appointed secretary general of the university. In the highest position held by a layman at the university, Dr. Rock will be responsible for academic affairs. He succeeds the retiring DR. ROY J. DEFERRARI who has served as secretary general since 1937.



Dr. Rock has been at Catholic University since 1917 as a student and graduate instructor in the electrical engineering department, and associate professor and professor in the physics department. He received his master's degree in 1922 and his Ph.D. degree in physics in 1927.

Author of numerous articles on physics, Dr. Rock is currently on the executive committee of the Association of Graduate Schools in the Association of American Universities and is a member of the Catholic Commission on Intellectual and Cultural Affairs. Last year he was elected vice-president of the Conference of Deans of Southern Graduate Schools. He was awarded, by the late Pope Pius XII, the Benemerenti Medal.

#### Will Head Public Relations Group

ARTHUR J. SCHAEFER, vice-president for public relations and development at De

Paul University, will serve as president of the American College Public Relations Association during 1961-62.

#### Named Editor of "Denver Register"

RT. REV. MSGR. JOHN B. CAVANAGH, managing director of the Register System of Newspapers which he has served since 1936, has been named editor and business manager. He succeeds RT. REV. MSGR. MATTHEW J. SMITH, founding editor who died, June 15, at the age of 69.

#### Archbishop Noll Award

DR. THOMAS P. NEILL, historian and author, received the 1960 Archbishop Noll Award of the National Federation of Catholic College Students at the organization's 17th national congress held in Louisville, Ky., Sept. 3. The award is given for "apostolic achievements of outstanding lay graduates" of Catholic American colleges and universities. Dr. Neill, who is a graduate of St. Louis and Notre Dame Universities, has been a faculty member of St. Louis University since 1943.

#### Heads Benedictine College

REV. BERNARD G. HOLMES, O.S.B., has been named the fifth president of St. Anselm's College, a Benedictine school in Manchester, N.H. Father Holmes is former dean of St. Anselm's. He succeeds Rev. Gerald F. McCarty, O.S.B., who was recently appointed prior of St. Anselm's Abbey.

#### New Jesuit Provincial

REV. JOHN R. CONNERY, S.J., a professor of theology at West Baden College (Indiana), the theology school for Loyola University, Chicago, is the new provincial of the Chicago Province of the Society of Jesus. He succeeds VERY REV. WILLIAM J. SCHMIDT, S.J., who has served his canonical six-year term as provincial.

#### Brother Schnepp, S.M., to Rome

BROTHER GERALD J. SCHNEPP, S.M., of St. Mary's University, San Antonio, Tex., has been appointed assistant business manager for the Society of Mary. He will reside at the Society's headquarters in Rome, Italy.

#### Emmanuel Names New President

The new president of Emmanuel College, Boston, Mass., is SISTER ANN BARTHOLOMEW, S.N.D. SISTER ALICE GERTRUDE, S.N.D., president of Emmanuel from 1952-60, will direct the development program of the Massachusetts Province of the Sisters of Notre Dame de Namur.

#### New Head of Nazareth College

SISTER HELEN DANIEL MALONE, C.S.J., has been named president of Nazareth College, Rochester, N. Y., of which she is an alumna. Sister has been a member of the college's faculty since 1943. She has taught in the department of English and more recently has been chairman of the department of speech and drama. The appointment of Sister Helen Daniel marked a change in the manner of filling the position of college president. Since 1924, the elected superior general of the Sisters of St. Joseph has been ex officio the college president.

## Can You Pass This A-V EXAM?

Which  
is the  
**BESELER**  
**VU-GRAPH**  
Overhead Projector

?



and  
What  
will it  
do for  
you  
?

CHECK YOUR ANSWER

*Next Page*

*This is the* BESELER  
**VU-GRAPH\***  
 OVERHEAD TRANSPARENCY  
 PROJECTOR!

PROJECTS A HUGE BRILLIANT  
 IMAGE BEHIND YOU AS YOU  
 FACE YOUR CLASS

*It Lets You:*

TEACH IN A FULLY LIGHTED ROOM — to watch class reactions, permit note-taking

PROJECT WHAT YOU WRITE, AS YOU WRITE IT — to personalize lessons, emphasize specific points

PROJECT ONE TRANSPARENCY OVER ANOTHER — to build a complete lesson, step-by-step, right before your students' eyes

TEACH DRAMATICALLY IN ANY SUBJECT — with techniques as unlimited as your own imagination...

In Science, for example, you can teach, step-by-step, how veins, arteries and capillaries form the circulatory system with 3 or 4 overlaid transparencies.

\*The coupon below will bring you complete information on the other projector in this A-V Exam, a Beseler Vu-Lyte II Opaque Projector.



GET THE ANSWERS TO YOUR A-V QUESTIONS  
 ... FILL IN AND RETURN COUPON TODAY

Charles Beseler Company

209 So. 18th Street, East Orange, New Jersey

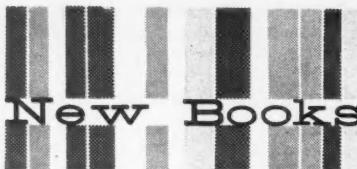
Send me complete information on the Beseler  
 VU-GRAPH OVERHEAD TRANSPARENCY PROJECTOR  
 VU-LYTE II OPAQUE PROJECTOR  
 Have a Beseler A-V Consultant contact me for a demonstration.

Name \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Phone \_\_\_\_\_



(Continued from page 18)

#### The Christian Calendar

By Noelle M. Denis-Boulet. Cloth, 126 pp., \$2.95. Hawthorn Books, New York, N. Y.

This book tells the history of the several calendars which have been used widely in the pre-Christian and the Christian eras. It shows how the Lunar calendar of the Greeks and people of the Near East was replaced by the Julian Calendar, how this calendar was accepted by the Church and how it was later replaced by the present Gregorian calendar. The book naturally centers around the development of the Christian year with a special reference to Easter and the problem of fixing the date of Easter. The most modern recommendations for a new calendar are discussed but no recommendation is made for a definite fixing of the date of Easter and the stabilization of the weeks. The author seems to feel that Easter might be placed on the nearest Sunday following the 9th of April which from the latest studies seems to have been the original date of Christ's rising from the dead. The book concludes with a quotation from the encyclical *Mediator Dei*: "Therefore the liturgical year, animated throughout by the devotion of the Church, is no cold and lifeless representation of past events, no mere historical record. It is Christ Himself, living on in His Church, and still pursuing that path of boundless mercy which, 'going about and doing good,' He began to tread during His life on earth. This He did in order that the souls of men might come into contact with His mysteries and so to speak, live by them."

#### Aerospace Dictionary

By Frank Gaynor. Cloth, 260 pp., \$6. Philosophical Library, New York 16, N. Y.

This dictionary includes some 2300 terms used in rocketry, atomic research, aviation, astronomy, and other subject areas related to aerospace travel and similar new developments. The dictionary includes an introduction on the use of aerospace travel by Wernher Von Braun, of the U. S. Missile Agency. The book should do much toward standardizing the meaning of many new terms and to direct their use in new ways. A useful aspect of the book is the inclusion of the numerous abbreviations of terms used in connection with missiles, rocketry, and astronauts.

#### Where the Ohio Flows

By George Crout and Edith S. McCall. Cloth, 284 pp., \$2.88. Benefic Press, Chicago 39, Ill.

This is one of "Our Growing America" series at fourth grade study level. It is the history of the Ohio River Valley—the story of the changes from "the wild land of the early people to the rich farms and cities of today."

Beginning with the primitive Indians, the book studies explorations, the Revolutionary and Civil Wars, methods of transportation and inventions that have developed, and the growth of industry, to

(Continued on page 76)

You can raise \$500  
 or more in 6 days  
 this easy way



**Sell famous Mason  
 Candies and in 4 to 15 days  
 your group can make  
 \$300 to \$2500**

For complete information fill in and mail us the coupon shown. If you decide to go ahead you don't risk a cent—you pay nothing in advance. We supply on consignment your choice of THREE VARIETIES of famous Mason Candy. At no extra charge each package is wrapped with a band printed with your organization's name and picture. You pay after you have sold the candy and return what you don't sell. Candy is sold at less than regular retail price. You make \$12.00 on every 30 sales of our \$1.00 box (66 2/3% profit to you on cost). There's no risk! You can't lose. Mail in coupon today for information about MASON'S PROTECTED FUND RAISING DRIVES.

Mr. GEORGE M. RAUSCH, Dept. CS-10  
 Mason, Box 549, Mineola, N. Y.

Gentlemen: Please send me, without obligation, information on your Fund Raising Plan.

Name \_\_\_\_\_

Age if under 21 \_\_\_\_\_

Address \_\_\_\_\_

Organization \_\_\_\_\_

Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Mason Candies, Inc., Mineola, L. I., N. Y.

THE NEW HAMMOND  
*Extravoice*  
ORGAN

\$ 895\*

only \$25 down

Everything about it  
is new and just right  
for a school... even  
the new low  
Hammond price!

Extravoice is a trademark of Hammond Organ Company.



Another fine Hammond model  
for the school, the Hammond  
Spinet Organ.

\*Less Federal Excise Tax, F.O.B., Chicago; bench extra.



Now your school can own a Hammond Organ for the lowest price ever. But that's not the whole Extravoice story. Far from it! See what else this completely new Hammond Organ has to offer you: • the rich and beautiful tones of three keyboards played from a single, simple keyboard • the capacity to render every type of music for instruction, for entertainment, for ceremonies • the compactness that takes very little space and lets you move the organ anywhere easily • the solid Hammond craftsmanship that will keep this organ performing faithfully year after year. You can try the new Extravoice Organ right in your school. Call your Hammond dealer for a demonstration. Soon!

**HAMMOND ORGAN** . . . *music's most glorious voice*

HAMMOND ORGAN COMPANY  
4224 W. Diversey Ave., Chicago 39, Ill.



Please send me:

- Free color catalog of Hammond Organs.  
 Details on how we can have free showing of color  
film, "The Science of Sound and Musical Tone."

Name \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_

©1960, HAMMOND ORGAN COMPANY

C810-60

## NEW BOOKS

(Continued from page 74)

mention some of the larger topics. All are discussed in connection with the growth of the territory around the Ohio River up to the present time.

Biographical sketches are included about such persons as Johnny Appleseed and Annie Oakley. There are study questions and varied activities suggested at the end of each of the six large sections. Activity headings are "People You Have Met," "Words to Know," "Learn By Doing," and "To Think and Talk About."

### Of Parties and Petticoats

By Emily R. Dow. Cloth, 205 pp., \$2.95.

M. Barrows and Co., Inc., New York 16, N. Y.

Written for teenage girls, this lightly styled book answers "growing up" problems. Directions for making a skirt as well as finding a date are two of the wide range of subjects discussed. Other topics include suggestions for entertaining, personal grooming, choosing a career, travel, and vacation jobs. The teenager who needs tips on what to do with her time should find *Of Parties and Petticoats* fairly informative.

### The Blood Red Crescent

By Henry Garnett. Cloth, 188 pp., \$1.95. Doubleday & Co., Inc., New York 22, N. Y.

Church history along with action is provided in this young people's novel. In

1570, Pope Pius V issued a call for a crusade to crush the Turkish invasion. The fictional character, Guido, who is a 14-year-old Venetian boy, desperately wants to join the Christian fighting forces. But Guido's wealthy father, who has built and equipped a galley, sends his son to a monastery for protection.

After a miracle, and after a series of dangerous events, Guido is allowed to join his father's ship. He helps defeat the Turks at the Battle of Lepanto where the Christians turn the Turkish crescent into a "blood red crescent."

The author tries to bring the 16th century Crusades to life, combining real and fictional characters. Boys and girls should enjoy reading this fast-moving, historical novel. The story should be good supplementary material for an elementary world history class.

### Dix Annees de Travail Catechetique Dans le Monde au Service de la Formation Religieuse de l'enfance

Published by Editions Fleurus, 31-33 rue de Fleurus, Paris 6 ème, France. 504 pp. Price outside of France 13, 78 new francs.

This book, compiled by the International Catholic Child Bureau, is a collection of reports from 22 countries of the world on the progress made in teaching religion from 1948 to 1958. It is the result of a survey conducted by the secretary general of the ICCB.

### Right Living

By Rt. Rev. Msgr. Julius W. Haun, Ph.D., D.D., 201 pp., \$3.50. Pageant Press, New York 3, N. Y.

The former president of St. Mary's College, Winona, Minn., presents an effective handbook in general and special ethics. The brief definitions and many examples and applications make the book helpful to all teachers. Modern problems and applications, though short, help teach morals not only from an authoritative religious point of view but also from that of the reasoning mind. — Frank Bruce.

### Junior English in Action: Book III

By J. C. Tressler, Henry I. Christ, Marguerite Sheldadine, and Muriel M. Paige. Cloth, 500 pp., \$3.60. D. C. Heath & Co., Boston, Mass.

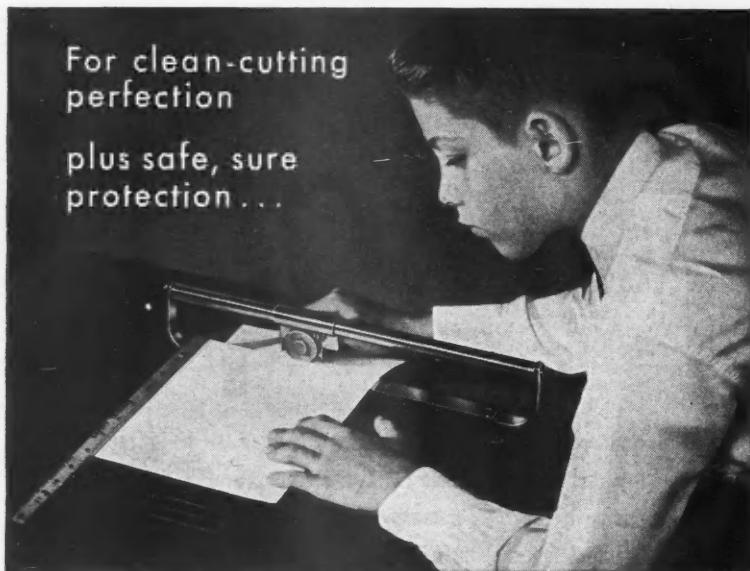
This ninth grade book takes up reading, thinking, and listening, as well as speaking and writing. An outstanding feature is the large amount of material, activities, and drill sentences. Throughout, the book is lively and up-to-date. The authors have provided motivation, drill sentences, and model writings based on completely new situations and recent happenings in life, family living, sports, and outdoor life. Each chapter includes word-study activities. There is a chapter on poetry geared to the interests and understanding of ninth graders. The book can be made a truly useful tool for the language laboratory.

### Developing Teaching Skills in Music

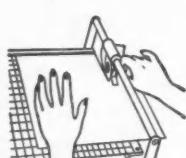
Ed. by Richard H. Werder, Ed.D. Paper, 132 pp., \$2. The Catholic University of America Press, Washington 17, D. C.

This booklet is the proceedings of the workshop on developing teaching skills in music, conducted at the Catholic University of America, June 12-23, 1959.

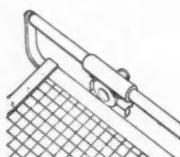
(Continued on page 78)



## Specify the **Gaylord** Safety Paper Trimmer



ACCURATE CUTTING  
Clean edge assured



SAFE TO USE  
Well-guarded cutting wheel

Razor-sharp, yet so safe even children can use it. That's why this style safety paper trimmer is chosen by many schools and libraries. No dangerous, unwieldy blade here. A unique, well-guarded wheel cuts paper and light board easily, cleanly, with finger-tip action—one sheet or many.

A product of precision tooling and rigid inspection, this cutting wheel holds a keen edge and exceptional degree of accuracy through long years of service. Aluminum base construction makes light of handling this fine trimmer.

A safe, sharp, truly smart investment. Immediate shipment with transportation paid.

No. 812 12" Cutting Edge ..... \$18.25  
No. 820 20" Cutting Edge ..... \$35.50

### LIBRARY SUPPLIES

## Gaylord Bros., Inc.



SYRACUSE, N. Y.  
STOCKTON, CALIF.

START YOUR BOYS and GIRLS NOW on

# Palmer Method

FOR A LIFETIME OF  
ease... speed... legibility



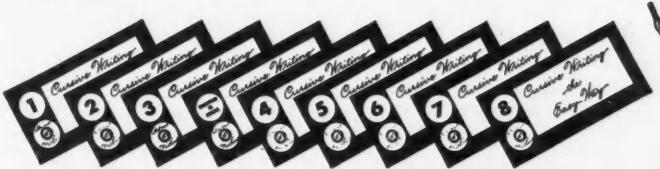
**GOOD COMMUNICATIONS** mean fluency in handwriting, too! Even brighter students, so ready to grasp new lessons, can develop failure frustrations from simple lack of communicative skill on paper. Here is a vital key to unlock abilities, leading to permanent satisfactions and success!

**PALMER METHOD** . . . most widely used in handwriting . . . evolved quite naturally. It fits human body and brain, serves them best with basic habits that are as *right* and relaxed as ever. PALMER'S fine graded texts, constantly revised and completely up-to-date, help you quickly train or review all your boys and girls in good, readable, smooth writing . . . presenting an integral part of the modern school's language arts program.

**MANUSCRIPT.** *Grades 1 and 2.* Mastery of basic strokes. Assembly into large printed letters and adapting into simple words. Correlates with first reading experiences. PALMER Manuscript formations and techniques are widely accepted as authoritative. Workbooks are extra large, lightly ruled on strong, white, easy-write paper. Gently lead child through simple step-at-a-time pages to a secure mastery. 2nd year workbook introduces smaller printing, more precise control . . . sound foundation for the flow-script cursive soon to come. The child arrives at the transition point well prepared. With quantities of pupil workbooks a large 64 pg. Manual is supplied free. It details best desk and chalkboard procedures, includes many interesting tie-in illustrations for the printed practice phrases.

SO EASY IF HE  
LEARNS RIGHT  
MUSCLE HABITS  
EARLY!

**CURSIVE.** *Grades 1 through 8.* A special transition book shows first steps at desk and chalkboard to ingrain basic strokes, formations, and the rhythms of flow-script. Moving quickly into intriguing letter and practice word combinations the child is supplied just enough to challenge, yet permit accomplishment. Year by year, through grade 8, each new workbook progresses . . . supplying teacher and pupil the means to make good cursive writing automatic and unconscious. A life-time personal communications asset is gained in a minimum of curriculum time through Palmer Method!



**RITE HOLD Ball Point**  
Excellent writer, long lasting.  
Dark blue ink. Handsome,  
color penholder, well-balanced,  
long (7½"). Exclusive  
double-bulge, high-thumb,  
*relaxed grip.*  
Low school price, 25c.



The A. N. PALMER Co., 902 S. Wabash, Chicago 5, Ill.

**FREE — for EVALUATION.**  
Sample workbooks, other materials,  
catalog. Sent on request to educators active in handwriting. State  
grade levels.

OCTOBER, 1960

## PALMER METHOD

(For more information from advertisers, use the postcard on page 97)

The Most  
Widely Used  
Handwriting

# Best idea ever for Fund Raising

*Stuckey's "Sweet Set-Up" netting hundreds for groups like yours*



"THE EASIEST MONEY our club ever made" . . . "every box sold within three days," "exceeded goal 84%". These are typical comments from clubs that have raised needed funds with Stuckey's famous candies.

These fine confections of the Old South are now available to clubs and other organizations throughout the United States. Your group can profit handsomely by selling in your city. Choice of beautifully packaged varieties with "picture personalized" wraps if desired, and at no extra cost to you. Sell readily at \$1, your profit especially good. No advance cash. Send coupon today for free details new "Sweet Set-Up" plan. Shows how to make money you need easily, quickly.

## Stuckey's

Fund Raising Div.  
EASTMAN, GEORGIA

Relax, refresh,  
refuel at  
Stuckey's Pecan  
Shoppes. On  
main highways  
'most everywhere.'

Stuckey's, Inc., Eastman, Ga. CST-10/60

At no obligation send full details your  
"Sweet Set-Up" Fund Raising Plan. We wish  
to raise: \$ \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

Name  
Group: \_\_\_\_\_

Number  
Members: \_\_\_\_\_

## NEW BOOKS

(Continued from page 76)

### The Story of Archaeology

By Agnes Allen. Cloth, 245 pp., \$4.75. Philosophical Library, Inc., New York 16, N. Y.

This book provides a popular account of the work of modern archaeologists and of their findings in England, on the European continent, and in Asia, Africa, and India.

### Aging in Today's Society

Edited by Clark Tibbits and Wilma Donahue. Cloth, 418 pp., \$6. Prentice-Hall, Inc., Englewood Cliffs, N. J.

This book is intended to provide people in the middle years with basic information and viewpoints for preparing for and spending their old age happily, creatively, and with calm satisfaction. Much of the material is addressed to social workers and is intended to help raise the quality of the old-age social groups. While the essays of the ten contributors to the book and the quoted writings of older commentators on old age have happy, reassuring, and constructive ideas, the inclusion of a more positive Christian view of death and of a future life would remove much of the negative aspect of the whole problem of a majority of oldsters.

### The Christian Today

By Jean Danielou, S.J. Translated by Kathryn Sullivan, R.C.S.J. Cloth, 150 pp., \$2.75. Desclée Co., New York, N. Y.

This book examines the spiritual problems of the modern Christian who, torn by the unrest and the errors of the present-day, seeks to reach the only true goal of life — union with God. In a series of brief chapters, the author discusses the topics of sanctity, the love of God, obedience, liberty in its various aspects, faith, hope, and Christian poverty. The translation is smooth and clear.

### The Church and Communications Arts

Proceedings of the communications seminar held by the N.C.W.C. in August, 1959, at Manhattan College. Paper, octavo, 193 pp., \$3. Bureau of Information, National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

The seminar contributed a reservoir of information and practical suggestions for giving the public a clear picture of what the Church teaches, how she operates, and what she is doing.

The consultants agreed that every diocese should organize a permanent, full-time public relations bureau in charge of people who know how to operate such an organization.

### Marquette's New Magazine

The first issue of Marquette University's new quarterly publication, *The Marquette University Magazine*, was published in March. The magazine's purpose, as stated by editor Donald McDonald, is "to report the problems and accomplishments of university education as illustrated and exemplified primarily at Marquette." He concluded his editorial with the hope that the new magazine "will lead to an even deeper, sustained understanding and appreciation, not only of Marquette University, but of universities in general." The first issue contains an interview with Rev. Francis C. Wade,

S.J., on "Learning Within the Love of God," a report on three Marquette-sponsored symposia and institutes, an account of Dr. Victor Hamm's Aquinas lecture on "Language, Truth, and Poetry," and an extract from a recent Marquette University publication *An Etienne Gilson Tribute*. Editor McDonald was formerly editor of *Catholic Messenger*.

### With Love and Laughter

By Sister Maryanna, O.P. Cloth, 209 pp., \$3.50. Doubleday & Co., Inc., New York 22, N. Y.

In this book Sister Maryanna reminisces about her years in religious life and her experiences while studying, teaching, lecturing, traveling, and writing. She is the author of many poems, articles, and two juveniles including *The Littlest Angel and Other Legends*.

When Sister Maryanna entered the convent she was told, mostly by Protestant friends who seemed to be the most "in the know," that it would be the same as burying herself alive — no more "friend of a friend" tickets for the latest Broadway shows, no more high fashion clothes, parties, or any real "living." She found this to be far from what was to be the story of her life. Excitement aplenty came into her life as soon as she entered the convent and has never seemed to leave. As a postulant she accidentally started a fire in the convent attic on Christmas Eve, just at the height of the trimming and decorating festivities. The fire resulted in a custom that is still observed in her order today, Christmas Day "open house" for all postulants, novices, and professed Sisters for exchanging bits of news — originally for news of the fire. Sister has become a well-seasoned traveler and describes a summer in Europe and one in Mexico with words that only a writer-poet can command. She chuckles as she remembers her trip to Europe first class on a large ship, then in a laundry truck to Lourdes. Sister Maryanna has a wonderful talent for thoroughly enjoying every phase of life she has encountered. She misses no details and loves a good joke even when it is on her.

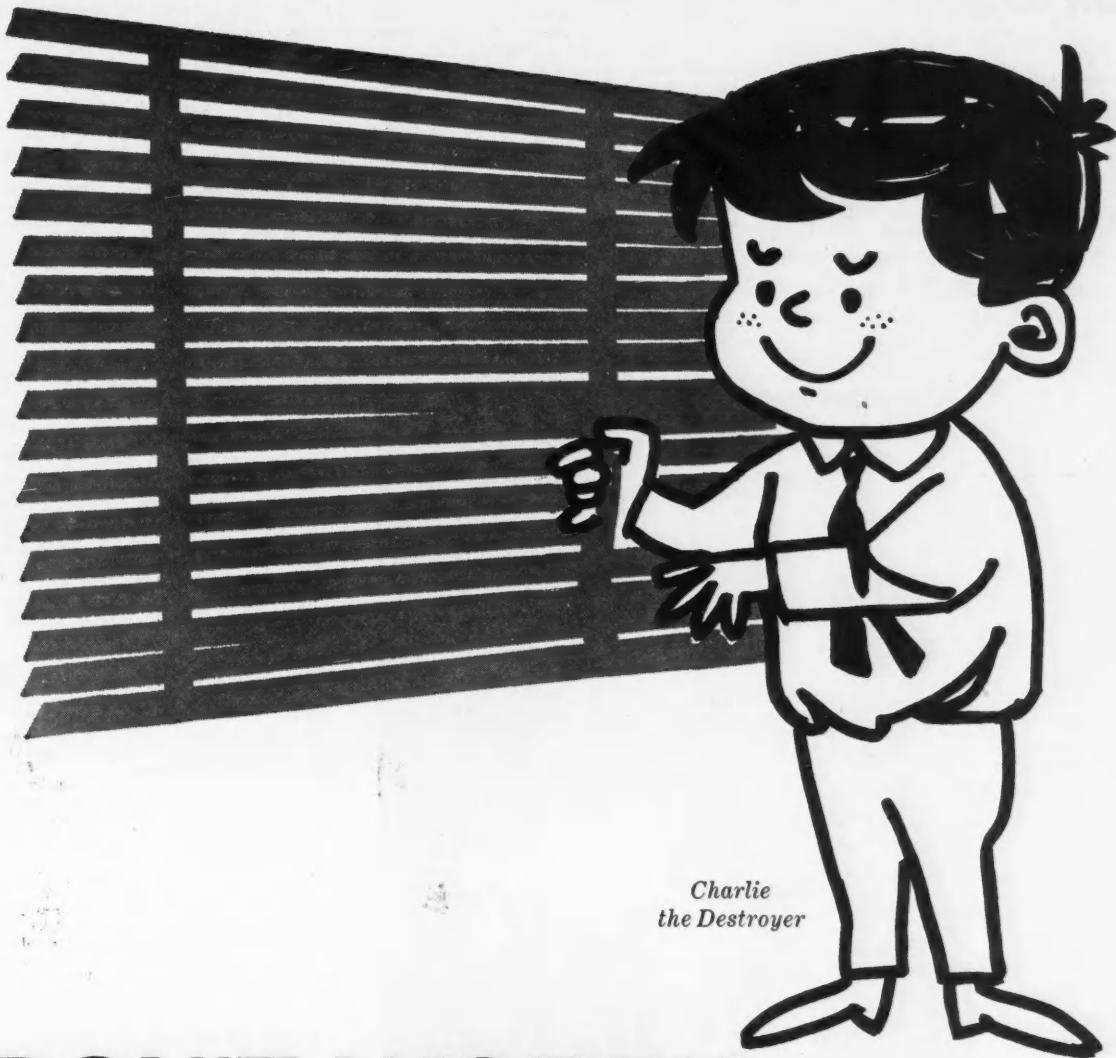
This book can help prove that nuns are not ladies in black, white, or gray, with walls around them; but real people with a huge love for God and a zest for living with a twinkle in their eyes. It might be a good idea to hand a copy to every girl who contemplates the religious life — it would dispel any fears of a dreary future in the convent.

### Brother Zero

By Coville Newcomb. Cloth, 314 pp., \$3.50. Dodd, Mead & Co., New York 16, N. Y., 1959.

A very powerful and inspiring man: St. John of God, "Brother Zero." The author has done a magnificent job of capturing his personality and portraying his value to God and man. As each chapter in the life of this holy helper unfolds, it encourages the reader to strive for his own perfection and try as nearly as possible to follow the life of charity and love led by Brother Zero. That God, himself, as well as His Mother, should appear so many times under so many various forms to an earthling is truly a marvelous and pondersome thing. Imagine being given your name and occupation from Christ's own lips. Such fortitude and charity as is beheld in the father of the Order of Charity is almost impossible and unthinkable for any human to achieve (especially in this day and age) —

(Continued on page 80)



*Charlie  
the Destroyer*

# DON'T WORRY, HE WON'T GET IT OUT!

To remove a LEVOLOR bottom rail clip, one must know how. No amount of yanking and pulling on the tape can get them out. But to the maintenance man who knows how, it is as simple as A. B. C.

Information that insures the best installation possible is a service all LEVOLOR representatives will give you. They will submit a prospectus covering every detail of your Venetian Blind installation—help with the specifications and make a final inspection after the blinds are installed. It is a service that guarantees good specifications and good Venetian Blinds.

**LEVOLOR** VENETIAN BLINDS  
AUDIO-VISUAL      CONVENTIONAL      SKYLIGHT

Levolor Lorentzen, Inc., 720 Monroe St., Hoboken, N. J.

## NEW BOOKS

(Continued from page 78)

without being constantly encouraged, led, helped with the direct messages, words, and companions of the Blessed Trinity and Virgin Mother.

Richard Cardinal Cushing, Archbishop of Boston, who wrote the foreword praises the book and gives his thanks to the Hospitallers of St. John of God, and to God for giving us their founder. The book contains an imprimatur.

### Vestments and Church Furniture

By Robert Lesage. Cloth, 152 pp., \$2.95. Hawthorn Books, New York, N. Y.

This book departs slightly in its subject

matter from the title. Part One is devoted to the altar and its fittings; the crucifix, the sacred vessels, the candles and lamps, the liturgical books, the thurible, the font, vessels for the holy oils, and the church bells. There is no mention of church furniture in our sense of the term and unquestionably a later book will take up items of furniture such as the pews, the sanctuary throne, the seating for the clergy, the pulpit, and the rood and screen. The section devoted to vestments takes up not merely the choir dress and the vestments and insignia used at Mass and other sacred services, but also the outdoor and everyday dress of the clergy, bishops, and higher dignitaries. The approach throughout the book is historic and descriptive, and fortunately no illustrations are included—or needed. The particular uses of vestments

and objects used during the special seasons of the Church year are mentioned incidentally and completely. The book is an excellent addition to the *Twentieth Century Encyclopedia of Catholicism*.

### Henry's Lincoln

By Louise A. Neyhart. Cloth, 51 pp., \$2.50. Holiday House, New York 11, N. Y., 1958.

A re-creation of the Lincoln-Douglas debate at Freeport, Ill., as seen and heard by a boy who wore a Douglas badge which he discarded when he decided that Lincoln was the man to free the United States from slavery. This is a story first published in 1945 brought out and illustrated with authentic illustrations by Charles Banks Wilson to commemorate the centenary of the famous battle of words. It is excellent background material for grade and high school history.

### The Early Middle Ages

By Bernard Guillemin. Cloth, 126 pp., \$2.95. Hawthorn Books, New York, N. Y.

This new addition to the "20th Century Encyclopedia of Catholicism" adds to the existing volumes on the "history of the Church" an account of the structure and life of the Church from the early tenth century to the end of the twelfth century. The book provides an insight into the Crusades, the cultural renaissance, the heresies, and struggles with the temporal rulers of the period.

### The Later Middle Ages

By Bernard Guillemin. Cloth, 122 pp., \$2.95. Hawthorn Books, Inc., 70 Fifth Avenue, New York 11, N. Y.

This book carries forward the story of the Middle Ages from the thirteenth century to the high point of the Renaissance in the mid-fifteenth century. While the period was profoundly Christian it gave evidences that the civil power of the Church was slowly but surely declining.

### Some of My Very Best

By Jim Bishop. Cloth, 270 pp., \$3.95. All Saints Press, Inc., New York 20, N. Y.

This book provides an excellent cross section of the author's various daily columns. Like similar works, it is extremely uneven in quality and point of view. Many of the writings will become obsolete in content and conclusions within the next five years.

### Careers in Education

By Richard Wynn. Cloth, 307 pp., \$4.95. McGraw-Hill Book Co., Inc., New York 36, N. Y.

This guidance work is addressed to prospective public school teachers with attention to the emotional and factual elements of teaching as a profession.

### Ornaments Musicaux des Maîtres Anciens

Paper, 63 pp., \$1.50, plus postage. Published by Editions Franciscaines, Montreal, Canada.

This is a condensed description, fully illustrated, of the musical ornaments and signs used by the ancient and medieval masters of music. While the work is written in French, it is very simple in language and is so fully illustrated that anyone who reads music can understand and enjoy it.

### Guild Punchout Books

The *Joyful Mysteries of the Rosary* can be studied by young children in a series of colored punch-out-and-assemble pictures recently published by The Golden Press, Inc., New York 20, N. Y. A study of the altar and sanctuary, the vestments used by the priest at *The Mass* is also available in full colors from the same publishers. The charts are intended primarily for home use but are also of interest to kindergarten and first grade classes in religion. Guild Punchout Books sell at 50 cents each.

### Eastern Liturgies

By Irene Henri Dalmais, O.P. Cloth, 144 pp., \$2.95. Hawthorne Books, New York, N. Y.

(Continued on page 81)

Boy  
at the foot  
of the Cross  
— a poster  
for Lent

Magnificent  
color  
Ideal size  
for bulletin  
board  
10" x 14"  
Inexpensive:  
complete set  
\$1.25 post-  
paid



## 8 INSPIRATION POSTERS

Pope John • St. Dominic Savio • Our Lady of Guadalupe  
• Boy at the Crib (for Xmas) • Boy at the Cross (for Lent) •  
Knights of the Altar • and twin vocation posters — "Think  
this chasuble will fit, Jack?" and Father Jack's First Blessing.

Inspiration Posters  
BOY/MISS, Box 587  
Notre Dame, Indiana

\$1.25 per set postpaid.  
(10 or more sets, \$1.00 ea.)

Dear Fathers: The enclosed check is for ..... sets of Inspiration Posters.

Name.....

Address.....

City.....

Zone..... State.....

## NEW BOOKS

(Continued from page 80)

This book outlining the history and inner meaning of the liturgies of the Eastern Uniate Churches gains stature in the fact that the splendid translation has been made by Donald Attwater, the best known English expert on Eastern Catholic Churches. The second half of the work describes the rites (1) of baptism and confirmation, (2) the Mass and the Eucharist, (3) penance, the anointing of the sick and funerals, (4) ordinations of deacons and priests and the consecration of bishops, (5) the wedding liturgy, (6) the divine office. An index would help the uninitiated reader.

### Horns, Strings, and Harmony

By A. H. Benade. Paper, 271 pp., 95 cents. Wesleyan University Press, Columbus 16, Ohio.

The physics of sound is outlined here and its use in the vibration of strings, metal pipes, and horns, and woodwind instruments is carefully explained. How the simple and complex systems of vibrations are used to combine in beautiful sounds — music — is the real subject matter of this informative work.

### New Image Book

Image Books has added Hale's *The Catholic Church in the Modern World* to its 1960 list of reprints. The book provides the best available insight into the history of the Church from 1789 to the beginning of the 1950's.

### The Wonderland of Plants

By Terry Shannon. Cloth, 32 pp., \$2.75. Albert Whitman & Company, Chicago, Ill.

Children between the ages of 6 and 9 will enjoy this story of how plants grow and live. The illustrations in full color are particularly helpful and authentic.

### Four Novels for Appreciation

Ed. by Edmund Fuller and Blanche Jennings Thompson. Cloth, 666 pp., \$3.36. Harcourt, Brace & Co., New York, N. Y.

The four novels are a condensed version of Jane Eyre, the complete texts of Kim, The Pearl, and Night Flight. The introductions and critical discussions, as well as the study questions, are well adapted to high school students.

### The Hullabaloo ABC

By Beverly Cleary and Earl Thollander. \$2.95. Parnassus Press, Berkeley, Calif.

Real humor in illustrations and briefest of texts characterize this original alphabet book. The subject matter taken from farm situations should be of interest to every six-year-old.

### Saint Vincent de Paul

By M. V. Woodgate. Paper, 136 pp., \$1.25. The Newman Press, Westminster, Md.

A welcome reprint in paper-back form of a book first issued in 1958.

### The Dream Lives Forever

The Story of Saint Patrick's Cathedral. By Katherine Burton. Cloth, 238 pp., \$4.50. Longmans, Green & Co., Inc., New York 18, N. Y.

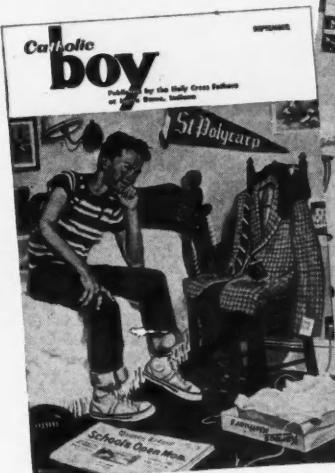
The history of the Archdiocese of New York centers in and around Saint Patrick's Cathedral to such an extent that the history of the Cathedral is almost the story of the Archdiocese. This book, written for a popular audience, is intended to commemorate the hundredth anniversary of the erection of the present splendid building. It tells not only the story of the Church structure, and of the great men who made it, but also many of the important events which took place within its hallowed walls. May we express the hope that the second edition of this book will include not only the present general view of the interior, but also a series of detail exterior shots that will make clear the important place Saint Patrick's occupies as a landmark and architectural gem of the city of New York.

### Conqueror of Smallpox: Dr. Edward Jenner

By I. E. Levine. Cloth, 190 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y.

This is the thrilling story of a medical pioneer — Dr. Edward Jenner — who under most discouraging circumstances carried on the research which resulted in the discovery and refinement of vaccination as the one safe protection against

already serving  
193,630 boys & girls  
in 7121 classrooms  
in 4934 schools!



**presenting**

# TWINS! CATHOLIC BOY CATHOLIC MISS

The brother & sister magazines, distinct but related. 48 pages each, chock full of Catholic inspiration.

*16-page center section, identical in both magazines: ideal for across-the-class use, upper grades, early high accenting Catholic heroes & heroines (monthly contest) Father Leo Trese's spirituality for young teens, and the formation of Young Apostles (by Frs. Putz & Gartland)*

Bulk Rate: 15c per student per month. Applies if 5 or more BOY are ordered for one address, if 5 or more MISS are ordered for one address. (Never applies to less than 5 BOY or 5 MISS; doesn't apply, for example, to 3 BOY and 2 MISS.)

\* CATHOLIC BOY  
\* CATHOLIC MISS  
Notre Dame, Indiana

smallpox. The work of Jenner in finding the similarity of cowpox and smallpox, and the scientific experiment carried on with a milkmaid and an eight-year-old boy make interesting and distinctly worthwhile reading for adolescents.

### Shooting and Hunting

Paper, 94 pp., \$2. American Association for Health, Physical Education, and Recreation, Washington 6, D. C.

An instructor's manual for teaching the principles of shooting and hunting as a part of outdoor physical education.

### Free and Inexpensive Learning Materials

Paper, 252 pp., \$1.50. Division of Surveys and Field Services, Peabody College, Nashville 5, Tenn.

This listing reaches for completeness rather than permanent value.

### Mike's Mystery

By Gertrude C. Warner. Cloth, 128 pp., \$2.50. Albert Whitman & Co., Chicago, Ill.

In this second book of the adventures of the Alden children, Mike Ward is met again and the children help solve the mystery of the man in the blue hat who endangers the uranium mine. Ideas and language make the book good reading for children from eight to eleven years.

### Rope Roundup

By Bill Severn. Cloth, 237 pp., \$3.95. David McKay Co., Inc., New York, N. Y.

While this book is addressed to young people, it is likely that it will more completely satisfy adult readers. It really combines the lore and the modern craft of rope and ropemaking. The first chapter tells the history of rope and ropemakers and includes much of the romance of the early and

(Continued on page 82)

## NEW BOOKS

(Continued from page 81)

more recent uses of rope for the greatest variety of purposes even to "rope spinning" and tightropewalking. After this rather romantic introduction, the author suggests practical occupational standards for selecting and using rope. The next chapter is devoted to knots and ties—not merely those used by sailors but those used in the prosaic work of the farm and the factory. Several chapters are devoted to trick knots and puzzles and to new uses of ropes and rope tying. Young people will especially enjoy the chapters on rope magic, and the use of rope in crafts and games. The entire work is very simply but clearly written and contains a wealth of information not otherwise available.

### Which College for You?

By Edward Hodnet. Cloth, 121 pp., \$2.95. Harper & Bros., New York 16, N. Y., 1960.

A book designed to help in the systematic choice of the right college for each individual. It is called "A practical handbook showing how to make a sound selection on the basis of your personality, goals, scholastic record, special abilities, and finances." A chart for a self-directed action program is included to help guide the student who reads this book. The book is particularly useful because it encourages a true self-analysis as a prerequisite to determining a college.

### The Promise of Economic Growth

Paper, 55 pp., \$1. Chamber of Commerce of the United States, Washington, D. C.

This report by the Committee on Economic Policy, is devoted to prospects, costs, and conditions. It discusses the content of growth in goods, services, and leisure; the costs of growth; reduced consumption and leisure; obsolescence of skills and capital; higher structural unemployment; as well as the most desirable rate of growth in terms of costs and benefits. The report points out that, if we want continued growth, it will be necessary to postpone some pleasures for greater future

satisfactions. The costs of growth include (1) sacrifice of leisure for work, (2) curtailment of consumption for savings and investment; (3) larger fluctuations in employment, income, and output; (4) more rapid obsolescence of skills and capital.

### The Best Policy

By George W. Stark. Cloth, 251 pp., \$3.75. Powers & Co., Inc., Detroit 26, Mich.

The life story of a great company: Standard Accident Insurance Company.

### A Popular History of the Reformation

Welcome additions to the "Image Books" is an unabridged, revised edition of Hughes' *A Popular History of the Reformation* (Doubleday, 95 cents).

### Our Flag

By Carl Memling. Boards, 22 pp., 25 cents. The Golden Press, New York 20, N. Y.

An inspiring history of our flag, fully illustrated.

### The Catholic Church in the Modern World

By E. E. Y. Hales. Paper, 313 pp., 95 cents. Doubleday & Co., Inc., New York 22, N. Y.

This historic survey of the Church from the close of the French Revolution to the present day, makes intensely interesting reading. While the style is popular and the approach is general, the story is told with accuracy.

### Norms for the World

By Harold C. Gardiner, S.J. Cloth, 166 pp., \$2.95. Hanover House, Garden City, N. Y.

This is a revised edition of Father Gardiner's study of the moral aspects of the novelist's art, issued in 1952. The present edition obviously cannot express any change in the basic principles. It does, however, expand the discussion by including some of the controversial books published in the past six years. The emphasis on the responsibility of the reader, so often overlooked, is a valuable element in this urbane book.

### How to Grow House Plants

By Millicent E. Selsam. Cloth, 96 pp., \$2.50.

William Morrow & Co., New York 16, N. Y.

Beginning with an explanation of "the secret of the green thumb," this book provides practical information on the planting and care of house plants. Well illustrated, the book includes a valuable outline guide to the culture of the most attractive plants available in the United States.

### What Is the Liturgical Movement?

Paper, 32 pp. The Liturgical Conference, Elsberry, Mo. Rev. ed., 1960; Copyright, 1956.

An explanation of the word *liturgical* precedes the meaning and purpose of the movement. The liturgical movement needs to be described for a fuller understanding of the laity's responsibility to join with the priest and Christ in offering the Mass and understanding the externals of the Church. This book is clear, concise, and most useful for encouraging and teaching the laity to realize their obligations as part of the Mystical Body of Christ. It offers a complete, itemized plan and description of the liturgical movement.

### What Is This "Active Participation"?

By Mary Perkins Ryan. Paper, 36 pp. The Liturgical Press, St. John's Abbey, Collegeville, Minn., 1959.

The Church's long-range plans provide that all memoirs of the congregation will assist fully and verbally with the priest (and Christ) at Mass. This pamphlet was written to answer our questions: What is it we really are to do at Mass? How soon can we begin to do it in our parish? And just plain "how?" The booklet is a guide to help us understand why the Church wants us to change our lifelong habits of prayer for "social prayer." It is clear, practical, and certainly a useful tool for teaching more about the liturgy. A "working script" of our part in the Mass, designed to coincide with any Missal, is included in the pamphlet.

### Appomattox Road

By Manly Wade Wellman. Cloth, 181 pp., \$2.95. Ives Washburn, Inc., New York 18, N. Y.

A good adventure story involving the fictitious

(Concluded on page 84)



**Notre Dame University, Notre Dame, Ind.**

**Director of Food Services . . . Dave Ford**

Portable installation serving 600 per meal affords efficient Self-Service and easy cleanup.

Installed 1956, other Campus installations 1954 and 1959...repeat orders based on performance.



# Meterflo®

... the **BEST WAY** to dispense milk since the invention of the **COW** . . .

- easy loading . . . eliminates lifting
- fast delivery of pre-set quantity
- standard 5 or 10 gallon dairy cans no specials
- self service on line side . . . convénient rear loading . . .
- milk or juice refrigerated . . . or hot coffee

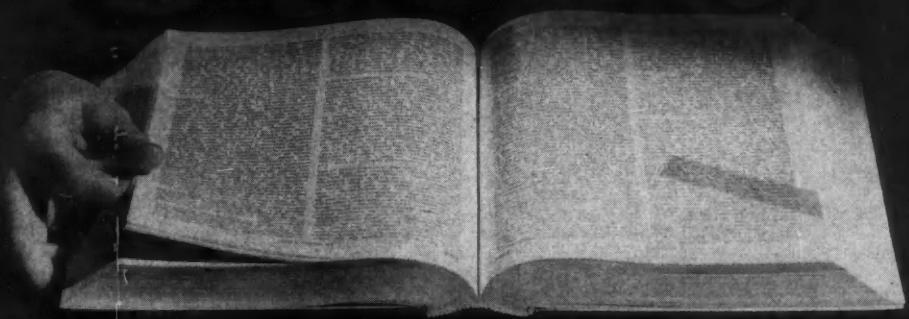


Model F-2 coin operated.

**TO TASTE RIGHT . . . SERVE RIGHT with METERFLO**

Write for complete information and an actual demonstration in your office.

**Meterflo® DISPENSERS**  
2534 South 11th Street  
NILES, MICHIGAN



## Trust this unusual tape for permanent paper mending

You can depend on "SCOTCH" BRAND Magic Mending Tape to mend torn pages, school records or any valuable papers you plan to keep.

This remarkable tape turns crystal clear on paper; it practically disappears from sight. Its matte-finish backing won't glare, won't interfere with reading.

You can write over it with pencil or pen as though it were not there.

Best of all, "SCOTCH" BRAND Magic Mending Tape holds fast, stays clear permanently. It will never peel, discolor or get sticky at the edges.

Get thrifty 1296" rolls at your stationery, school or office supply stores. Specify "SCOTCH" BRAND No. 810 Magic Mending Tape.

SCOTCH™ AND PLAID DESIGN ARE REGISTERED TRADEMARKS OF 3M CO., ST. PAUL, MINN.

**MINNESOTA MINING AND  
MANUFACTURING COMPANY**

WHERE RESEARCH IS THE KEY TO TOMORROW



# Alphacolor LIQUID TEMPERA



**the all-new**

**PERFECT TEMPERA**

**that won't settle,  
separate or solidify!**

★ Highly concentrated color in "gel" form — always ready for smooth brushing, deep rich coverage — no bleeding — no settling — no hardening in the bottle.

★ Packaged in plastic for your convenience — 2 oz. and 4 oz. plastic squeeze bottles with handy flip lids — no more breakage, spilling, color contamination, sticking bottle caps.

★ Pints, quarts and gallons also in easy to handle plastic bottles.

### TRIAL OFFER!

Send \$2.00 for No. 616-T Student Set—six 2 oz. bottles—assorted colors—with instructions—postpaid. Regularly \$2.25. Or write for circular.



**WEBER COSTELLO COMPANY**

CHICAGO HEIGHTS, ILLINOIS  
Manufacturers of: Chalkboard, Chalk, Erasers, Art Material, Maps, Globes.

## NEW BOOKS

(Concluded from page 82)

"Iron Scouts" of the Confederate Army in the last months before Appomattox. The story is exciting and well told. The characters, historical as well as fictional, have life. A note of understanding and sympathy for both sides in the struggle is outstanding. There is no villain in the story except the war itself. Boys 10 to 14 should like it.

— A. Croft.

### America Grows Up

By Gerald W. Johnson. Cloth, 223 pp., \$3.75. William Morrow & Co., Inc., New York 16, N. Y.

This is the second of Mr. Johnson's histories "for Peter." It takes the United States from the events that led to the Constitutional convention of 1787, up to American entry into World War I.

This is a good history — simplified, of course, as it must be — but wise, balanced, and at the same time stirring. The author presents the historical figures as human beings, subject to the varying influences that all men feel. Events for him are something that had both causes and effects — favorable and unfavorable. His handling of the attitudes and events that led to the Civil War, and of the War itself, is excellent.

Young people exposed to history handled as Mr. Johnson handles it, ought to come to love history. — A. Croft.

### The Catholic Viewpoint on Marriage and the Family

By John L. Thomas, S.J., Ed. by John J. Delaney. Cloth, 186 pp., \$3.50. Hanover House, Garden City, N. Y., 1958.

A perfect book for anyone, young or old, contemplating marriage now or in the indefinite future. It would be a wise addition to high school libraries, placed within easy reach of all students. This book will also provide correct and necessary information to Protestants concerning the Church's position on marriage and the family in their relation to God and His will.

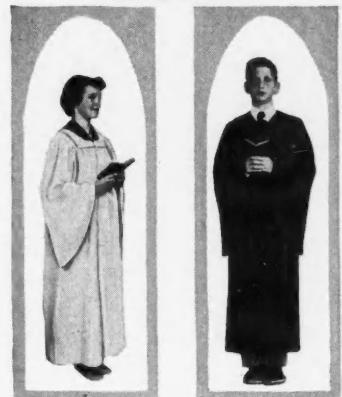
The responsibilities of marriage and special Catholic family problems — birth control, mixed marriage, divorce, etc. — are discussed. These discussions will make those contemplating marriage aware of immediate and future problems relating to this state of life and help provide a way to cope with and understand these problems as they arise. The text is exact and explicit, yet easily read and understood. It leaves no doubt as to why the Church considers that marriage is a sacrament. The book is one of the *Catholic Viewpoint Series*.

### Cowboy-Artist: Charles M. Russell

By Shannon Garst. Cloth, 192 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y.

Not many grade school boys today could get away with what Charlie Russell did in his day, but he just couldn't put his mind to ordinary studies. Something in him had to express itself in nature drawing and sculpturing and the best place for it was outdoors where material abounded. So the outdoors saw more of him than the schoolroom ever did. Most of the time he loitered around the waterfront in St. Louis, his home town, looking for a way to go west. It was the West that drew him, unexplainably, and he thought he'd die, or the Old West would, before he could become a part of it. How he finally got there and lived a full life, as a willing but inefficient cowboy, and became an artist of more worth than even he realized — all this makes a moving story, that will interest every boy reader, certainly, who ever wished himself somewhere besides in school, and every girl reader who might want proof that there's a woman usually behind every successful man. Charlie finally found himself a good wife who got attention for his artistic gifts and helped him achieve fame and fortune before he died. Meanwhile he was himself, doing what was in him to do, setting down a unique record of life in the Old West in more than 2500 paintings, 70 bronze figures, and hundreds of pen and ink drawings. A warm, inspiring biography, nicely done. Too bad the reader isn't given at least one sampling of this great artist's work, but there are plenty of references to where they can be found. — E. Weiler.

## CONFIRMATION RENTALS GRADUATION RENTALS CHOIR ROBES



For style illustrations, samples of material and complete information, write today for catalogs CF-38 (Confirmation Rentals); G-38 (Graduation Rentals); C-38 (Choir Robes).

## COLLEGIATE CAP & GOWN CO.

CHAMPAIGN, ILL. 1000 N. MARKET ST.  
NEW YORK 1, N.Y. CHICAGO 1, ILL. LOS ANGELES 28, CAL.  
366 Fifth Ave. 228 N. LaSalle St. 1634 N. Cahuenga Blvd.

## HONOR YOUR PARTNER RECORDS

Freeport, N.Y.

## Practical Help in TEACHING with Ed Durlacher's Progressive Recorded Talk-Thru, Walk-Thru Method

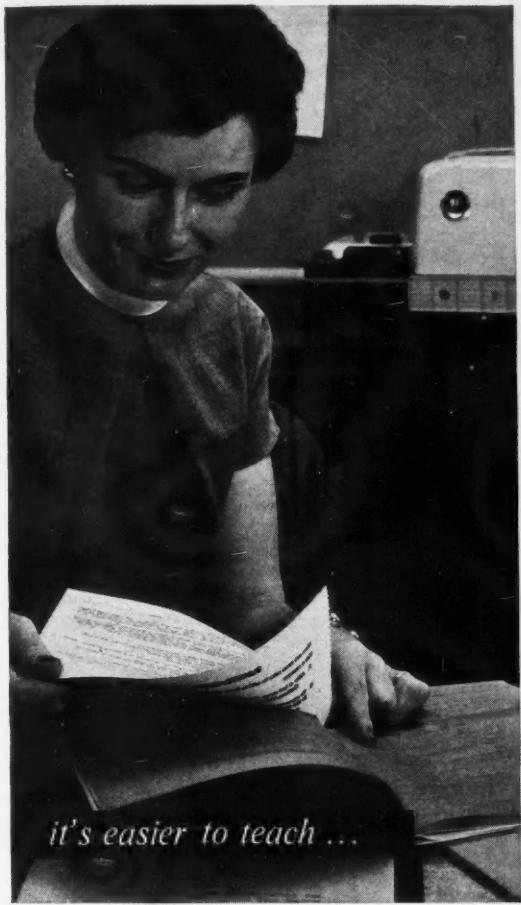
- ★ Physical Fitness Activities to Music
- ★ Square Dances
- ★ Couple Dances & Mixers
- ★ Rhythms
- ★ Folk Dances
- ★ Play Party and Singing Games
- ★ Marches
- ★ Rope Skipping

**HONOR YOUR PARTNER RECORDS**  
Box No. CSJ, Freeport, N.Y.

- Please Send FREE BROCHURE
- Enclosed is 50¢ for 33 1/3 rpm DEMONSTRATION RECORD giving excerpts from the albums listed above.

Name \_\_\_\_\_

Address \_\_\_\_\_



*it's easier to teach ...*



*and easier to learn*

## with DITTO® Duplicators...DITTO® Workbooks!

You benefit two ways with DITTO Brand teaching aids on your teaching team. First, they take most of the "work" out of your "homework" . . . make lesson preparation and *teaching a lot easier*. Second, they help you get through to your students faster . . . speed up learning . . . make every subject *easier to teach*! Here's how!

With DITTO Brand duplicators you can make up to 300 easy-to-read, easy-to-understand copies of anything typed, written, or drawn . . . for less than 1/10-cent each; duplicate up to five colors at a time on any weight paper from 16-pound to card stock, any size paper from 3x5 inches to 9x14 inches.

DITTO Workbooks, used with DITTO Brand Direct Process duplicators, save you hours of homework time . . . give you extra hours for yourself. You simply tear the pre-printed lesson master out of the workbook, snap it into the machine, then duplicate whatever number of copies you need. In less than a minute your homework

is done, your lesson is ready! You then place the master back into the workbook for re-use at another time.

There are over 60 DITTO Workbooks, edited by nationally-renowned educators, covering a world of subjects and practically every class.

To get the full story on time-saving, work-cutting, class-stimulating DITTO teaching aids, fill out and mail this coupon . . . *this very moment!*



DITTO—3366 Pratt Avenue—Chicago 45, Illinois

At no obligation, please:

- Send complete information on DITTO BRAND DIRECT-PROCESS (Spiral) DUPLICATORS.
- Arrange a DEMONSTRATION for my school.
- Send DITTO WORKBOOK CATALOG.

Name, Title \_\_\_\_\_

School \_\_\_\_\_

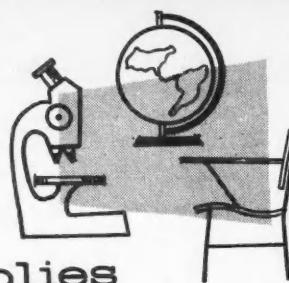
Address \_\_\_\_\_

City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_

# Ditto.

For fifty years, the helping hand for better teaching

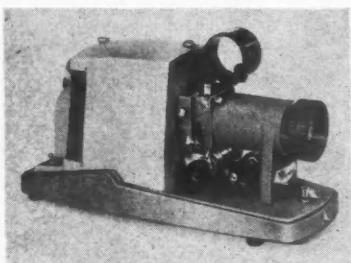




## New Supplies

### SELF-THREADING PROJECTOR

As a result of field studies among many classroom teachers, Viewlex Inc., Long Island City, N. Y., has developed a new combination 35mm. filmstrip and two by two in. slide projector. It features a pop-up ejector trigger to release the burned out



For Filmstrips and Slides

lamp. The new lamp is then pushed into place. Film is slid into the projector channel and automatically wound onto the takeup reel. A built-in magnifier pointer permits a teacher to focus attention on any portion of a picture by enlarging it. Model V-500-P also has a motor-driven cooling fan and a light multiplier optical system that evenly distributes light to the screen. Send for a list of accessories.

(For further details encircle index code 0221)

### PENCIL SHARPENER MOUNTING

A new kit is offered for quick and easy, permanent mounting of the Boston pencil sharpener on cinder block, wood, metal, or glass. The sharpener may be mounted in school buildings or offices with masonry or steel partitions without drilling holes. For further information write C. Howard Hunt Pen Co., Camden 1, N. J.

(For further details encircle index code 0222)

### STURDY PLASTIC GLOBES

The George F. Cram Co., Chicago, Ill., has announced that its complete line of handmade globes is being made with hard plastic "Tuffy" globes. At the end of a test in which the ball was dropped 5000



Of Tested Toughness

times, it was not damaged. In fact, the map was in better condition than many globes in daily schoolroom use, says the manufacturer. The globes come in 12 and 16 in. sizes.

(For further details encircle index code 0223)

(Continued on page 89)

**CORRESPONDING CODE INDEX NUMBERS  
TO BE ENCIRCLED CAN BE FOUND ON THE  
CARDS IN THE READER'S SERVICE SECTION**

To demonstrate  
transistor functions . . .  
**NEW CENCO  
TRANSISTOR ANALYZER**

Graphically demonstrates three basic transistor configurations—common emitter, base and collector. May also be used for simple circuit experiments and plotting response curves. Utilizes any general purpose transistor. Mounted on "Lucite".

No. 80390  
\$37.50



Ask for Booklet 311

**CENTRAL SCIENTIFIC CO.**  
A Subsidiary of Cenco Instruments Corporation  
1718-X Irving Park Road • Chicago 13, Ill.  
Branches and Warehouses—Mountainside, N. J.  
Boston • Birmingham • Santa Clara • Los Angeles • Tulsa  
Houston • Toronto • Montreal • Vancouver • Ottawa



Serving education since 1889.

### GYM SUIT

Action-tested suits in sanforized, washable, colorfast fabrics. Style to suit any taste, sizes to fit every girl, in a variety of colors. PINNIES too, for quick team identification.

Write for free  
gym suit circular

**NATIONAL SPORTS COMPANY**  
365 N. Marquette — Fond du Lac, Wis.



### CHEERLEADER UNIFORMS

Mix or match the dozens of combinations from NATIONAL. You won't find a bigger selection anywhere—skirts, vests, jackets, blouses, sweaters, slacks, and the Princess Dress illustrated—all with the accent on color!

Write for cheerleader circular

**NATIONAL SPORTS COMPANY**  
365 N. Marquette — Fond du Lac, Wis.

# THE REAL TRUTH about Floor Care Savings:

*There is no economy in buying "cheap" products!*

## WHAT DOES THIS MEAN TO YOU?

Take waxing. Let's suppose you are considering two waxes, Wax "A" and Hillyard SUPER HIL-BRITE®.

WAX "A" costs less per gallon, but you must strip and re-wax far too often.

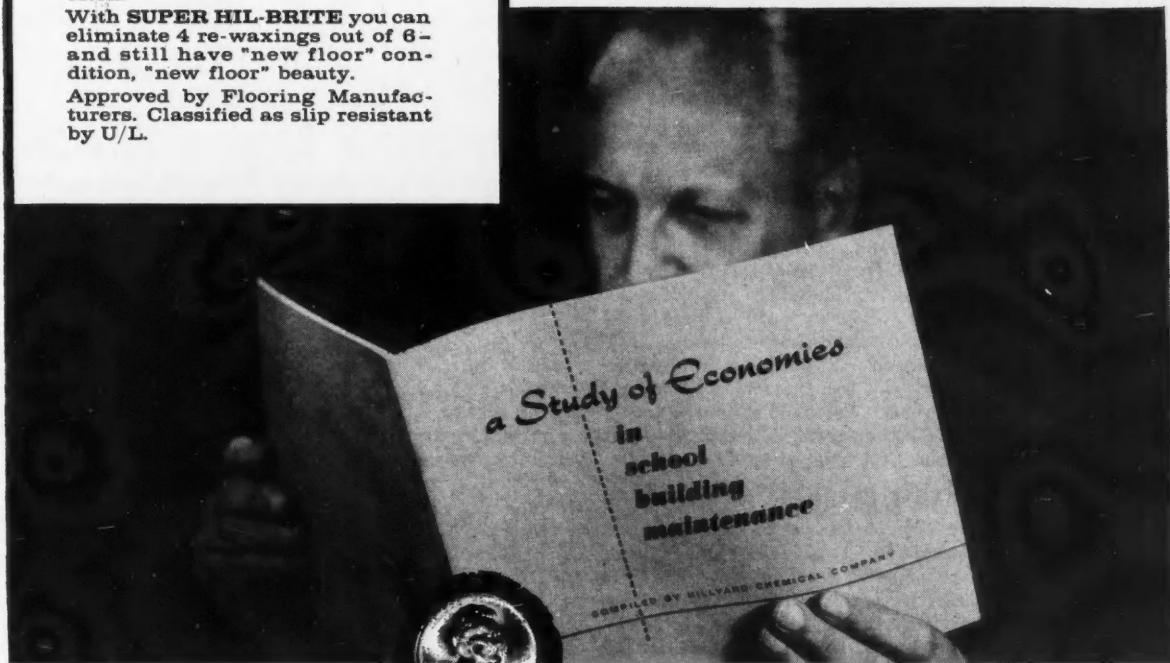
With SUPER HIL-BRITE you can eliminate 4 re-waxings out of 6—and still have "new floor" condition, "new floor" beauty.

Approved by Flooring Manufacturers. Classified as slip resistant by U/L.

Sure, you can save money—until you start using them!

Says the latest Building Experience Exchange Report.\* "It costs 49.8¢ a year to maintain a square foot of floor space. Of this 49.8¢, only 2.3¢ goes for materials.

\*National Association of Building Owners and Managers.



*A Few Pennies Now  
Will Save  
Many Dollars Later*



## Send Coupon Today for This Study

Here are authentic, documented case histories of floor maintenance savings. They'll help you pin-point ways to save labor and money on your floors.

You'll Be Money Ahead with

The Hillyard  
"Maintainer"  
is your own expert adviser  
on all floor care problems,

"On Your Staff. Not Your Payroll"

H I L L Y A R D  
Passaic N. J. ST. JOSEPH, MO. San Jose, Calif.



# HILLYARD

HILLYARD St. Joseph, Mo. Dept. E-2

Please send me Free  
copy of "A Study of  
Economies".

Please have the Hillyard Maintainer  
survey my floors to recommend ways I  
can get real maintenance economies.

NAME \_\_\_\_\_

FIRM OR INSTITUTION \_\_\_\_\_

ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_

# King Kutter

COMMERCIAL FOOD/VEGETABLE CUTTING MACHINE



5 cutting cones are nickel-chromium plated. The best!



Recommended by Nationally-Known Food Consultant:

"For superbly professional results in fast, easy preparation of more appetizing, more eye-appealing salads and other vegetable dishes, I wholeheartedly recommend the Kitchen-Quip Food and Vegetable Cutter for home and institution."

—MARY LAWTON WRIGHT

**FOODCO APPLIANCE CORP., Dept. CS  
SUB. of KITCHEN-QUIP, INC., WATERLOO, IND.**

Gentlemen: Please ship postpaid \_\_\_\_\_ King-Kutter(s) at \$12.76 (each) for institutional kitchen use. \_\_\_\_\_ Check or \_\_\_\_\_ M.O. enclosed. No. C.O.D. please.

DATE \_\_\_\_\_

NAME \_\_\_\_\_

INSTITUTION \_\_\_\_\_

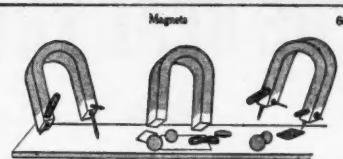
ADDRESS \_\_\_\_\_

POST OFFICE \_\_\_\_\_

ATTACH TO  
M.O. OR CHECK

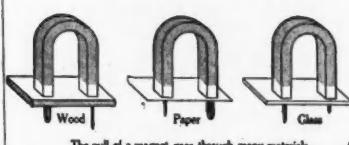
### \*EXTRA 20% OFF ALLOWED ONLY TO CHURCHES, SCHOOLS, CLUBS

To equip your kitchen with King-Kutters at only \$12.76 (net) each, use coupon below:



NEW!

### FOR YOUR SCIENCE PROGRAM



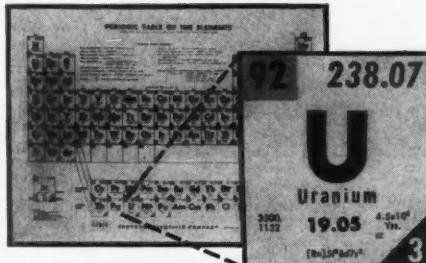
66

## Elementary Science Charts

Here is a completely new series of charts, designed specifically for teaching science in the elementary grades. Elementary biology and the physical sciences are revealed for pupils through 160 picture charts — in 14 major classifications. Charts are a convenient 18½ x 24 inches, printed in color on both sides of heavy card stock. A new Easel-Portfolio mounting combines the functions of displaying, carrying or storing a set of charts.

For further information, write for free illustrated circular CJ10-60.

**A. J. NYSTROM & CO.** 3333 ELSTON AVENUE CHICAGO 18, ILLINOIS



←This  
unit is  
1/6  
actual  
size

### Another NEW LECTURE ROOM PERIODIC TABLE

LARGER • EASY TO READ • COLORFUL  
INCLUDES ATOMIC DATA

Includes all elements and number of naturally occurring radioactive and stable isotopes. Shows atomic number in large type, also weight, density, boiling and melting points, electronic configuration, half-life, and important atomic constants for physics and chemistry. New large lecture room size, 62" x 52", in 4-colors on heavy plastic coated stock.

No. 12056 with wood strips and easels.....each \$ 7.50  
No. 12057 mounted on spring roller with brackets....\$12.50



### CENTRAL SCIENTIFIC CO.

A Subsidiary of Cenco Instruments Corporation  
100 N. Dearborn Street • Chicago 13, Ill.  
Branches and Warehouses—Mountainside, N. J.  
Boston • Birmingham • Santa Clara • Los Angeles • Tulsa  
Houston • Toronto • Montreal • Vancouver • Ottawa

## New Supplies

(Continued from page 86)

### JUNIOR MICROSCOPE

For high school use, The Lumiscope Co., New York 3, N. Y., provides a junior model microscope. "Science Master" model AJS-2 is not a toy but has real objectives and optics. The magnifications and clarity



Low in Cost

of the optics are the same as professional microscopes. Reasonably priced at \$39, the precision-built junior model is supplied with mechanical stages, and both fine and coarse adjustments. Send for a catalog describing the complete line of microscopes.

(For further details encircle index code 0224)

### POPCORN MACHINES

Gold Medal Products, Cincinnati 2, Ohio, announces two high capacity, table-model popcorn machines, ideal for school cafeteria, athletic events, and other fund-



For Small Fund-Raising

raising projects. Modestly priced, the 14-ounce Citation kettle and the eight-ounce Continental Mark VIII kettle are portable and easily operated. Send for information on the machine and fund-raising ideas.

(For further details encircle index code 0225)

(Continued on page 90)

CORRESPONDING CODE INDEX NUMBERS  
TO BE ENCIRCLED CAN BE FOUND ON THE  
CARDS IN THE READER'S SERVICE SECTION



## Do All Your Students Look Alike? Of Course They Don't! And They Don't Read Alike Either!

EVERY child reads differently, just as every child looks different from the next. To benefit fully from reading instruction, each student should have the reading materials that fill his particular needs.

Impossible?

Not with the SRA Reading Laboratories — because these Laboratories provide for individual differences in reading ability within a single class.

Three new SRA Reading Laboratories — IIa, IIb and IIc — for grades 4, 5 and 6 are now available, all constructed on the unique multilevel principle of reading instruction that lets each student progress as fast and as far as his own learning rate and capacity will take him.

Reading materials are ranked, in small gradations, on a continuation of difficulty from easy to hard. Used as a three-year program, Laboratories IIa, IIb and IIc cover the range of reading difficulty levels found in all intermediate grades, going from reading grade equivalents 2 through 9. Stimulating reading selections are keyed to the interests of 4th, 5th and 6th graders.

Each pupil starts reading at his current level of attainment. As he achieves success, he moves on to more difficult and challenging materials. Because he can succeed and because he is competing only with himself, the student is highly motivated.

Each child administers his own program, freeing the teacher for individual consultation.

Labs each contain: 144 different Power Builder Reading selections, 12 each at 12 reading levels; 144 Power Builder exercises; 144 different Rate Builders, short timed articles to build reading speed and concentration; 10 Listening Skill Builders; 1 Student Record Book, in which the student charts his own progress; 1 Teacher's Handbook.

**IIa\*** — FOR AVERAGE 4th GRADES, advanced 3rd grades or slower 5th grades. Reading difficulty levels are: 2, 2.3, 2.6, 3, 3.5, 4, 4.5, 5, 5.5, 6, 6.5, 7. **IIb** — FOR AVERAGE 5th GRADES, advanced 4th grades or slower 6th grades. Reading difficulty levels are: 3, 3.3, 3.6, 4, 4.5, 5, 5.5, 6, 6.5, 7, 7.5, 8. **IIc** — FOR AVERAGE 6th GRADES, advanced 5th grades, or slower 7th grades. Reading difficulty levels are: 4, 4.3, 4.6, 5, 5.5, 6, 6.5, 7, 7.5, 8, 8.5, 9.

\*Reading Lab IIa is a revised edition of the Elementary Lab, which may be used until worn out; then it should be replaced with the new IIa.

SEND IN THE COUPON  
TODAY — FOR MORE COM-  
PLETE INFORMATION  
ABOUT THIS EXCITING  
DEVELOPMENT IN READ-  
ING INSTRUCTION!

**S R A**

Science Research Associates

259 East Erie  
Chicago 11, Ill.

Science Research Associates, Inc., Dept. CSJ-10  
259 East Erie, Chicago 11, Illinois

Please send me further information on SRA Reading Laboratories IIa, IIb and IIc.

Name . . . . . Title . . . . .

Organization . . . . .

Address . . . . .

City . . . . . Zone . . . . State . . . .

# profit

*... is so many things*

You invest in stocks to profit on returns . . . You strive to profit with a higher income . . . and you actually profit (from experience) when you buy cheap merchandise at cut-rate prices. For, if you must return it or need more help with it, the cut-rate price never included this expected service.

SELLING SPORTING GOODS of the finest quality at realistic prices . . . for a fair and reasonable profit . . . is the business of your NSGA dealer. He is a civic minded person in your area and you can count on him at any time.

When you buy sporting goods . . . take a long look at the seller . . . and profit from knowing you bought them from a dependable, sporting goods dealer.

*buy where you see this sign*



"Serving the Industry for more than 32 years"

NATIONAL SPORTING  
GOODS ASSOCIATION

716 N. Rush St. • Chicago 11, Illinois

## New Supplies

(Continued from page 89)

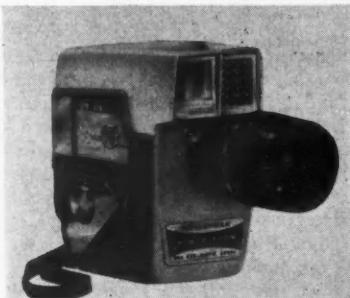
### COLLEGE EDUCATION INSURANCE

The Home Life Insurance Co., New York, N. Y., has announced a new insurance policy for financing a college education. The "College-Paid-For" plan uses an endowment rider in combination with a basic whole life policy. Payments on the rider do not have to be completed until the student's 25th year. The endowment is selected so that it matures and becomes an annuity payable Aug. 1 of the student's first year in college. It produces eight equal payments, disbursed in August and February, and spread over four college years. Send for complete information.

(For further details encircle index code 0226)

### POWER-ZOOM MOVIE CAMERA

The new 8mm. electric Eye-Matic Power-Zoom movie camera is offered by the Wollensak Optical Co., Chicago 16, Ill. At the touch of a button, the lens automatically glides back and forth, providing wide angle, normal, or telephoto lens coverage with continuous clarity throughout



Finder Shows Exact Picture

the gliding range. The extra-large view-finder, which "zooms" with the lens, shows the exact scene conforming to the lens position. Included is the electric eye which automatically measures the amount of light on the subject and sets the correct exposure. Other features permit special effects. Send for further information.

(For further details encircle index code 0227)

### MATH CARD GAMES

Math card games can teach trigonometrical identities and calculus formulae more expediently than tedious memory drills, according to the Edmund Scientific Co., Barrington, N. J. New math playing cards come in individual decks for differential, integral, and applied calculus, and fundamental identities of trigonometry. Each deck contains 52 cards, 3 1/2 in. by 3 1/2 in., with complete instructions. The question and answer cards are priced at \$1.25 per deck, or \$4 for all four sets.

(For further details encircle index code 0228)

(Continued on page 92)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

Superior Design,  
Construction and  
**PERFORMANCE**

far greater  
strength and  
**SAFETY!**

**AMERICAN**  
*Approved*

### PLAYGROUND AND SWIMMING POOL EQUIPMENT

The wise choice of experienced buyers for nearly half a century.

**WRITE FOR LITERATURE**



### NOW IN THOUSANDS OF CLASSROOMS!



BEST . . .  
because it has  
passed the  
classroom test

AT A  
COST AS LOW  
AS 37¢  
PER PUPIL\*

### AVR RATEOMETER

Tops the list of America's  
Reading Learning Aids because  
of its proven performance

IT'S VERSATILE . . . fits into any reading improvement program.

IT'S ACCURATE . . . Lifetime electric motor provides clock accuracy, trouble-free service.

STUDENT CENTERED . . . requires minimum assistance. Students master its use in minutes.

EASY ON BUDGET\* . . . Actual classroom experience over a 5-year period shows that costs run as low as 37¢ per pupil.

Teachers say: "Pupils love working with them" . . . "best of its type" . . . "more convenient" . . . "so quiet" . . . "flexible and adaptable" . . . "rate increase 70 to 300%."

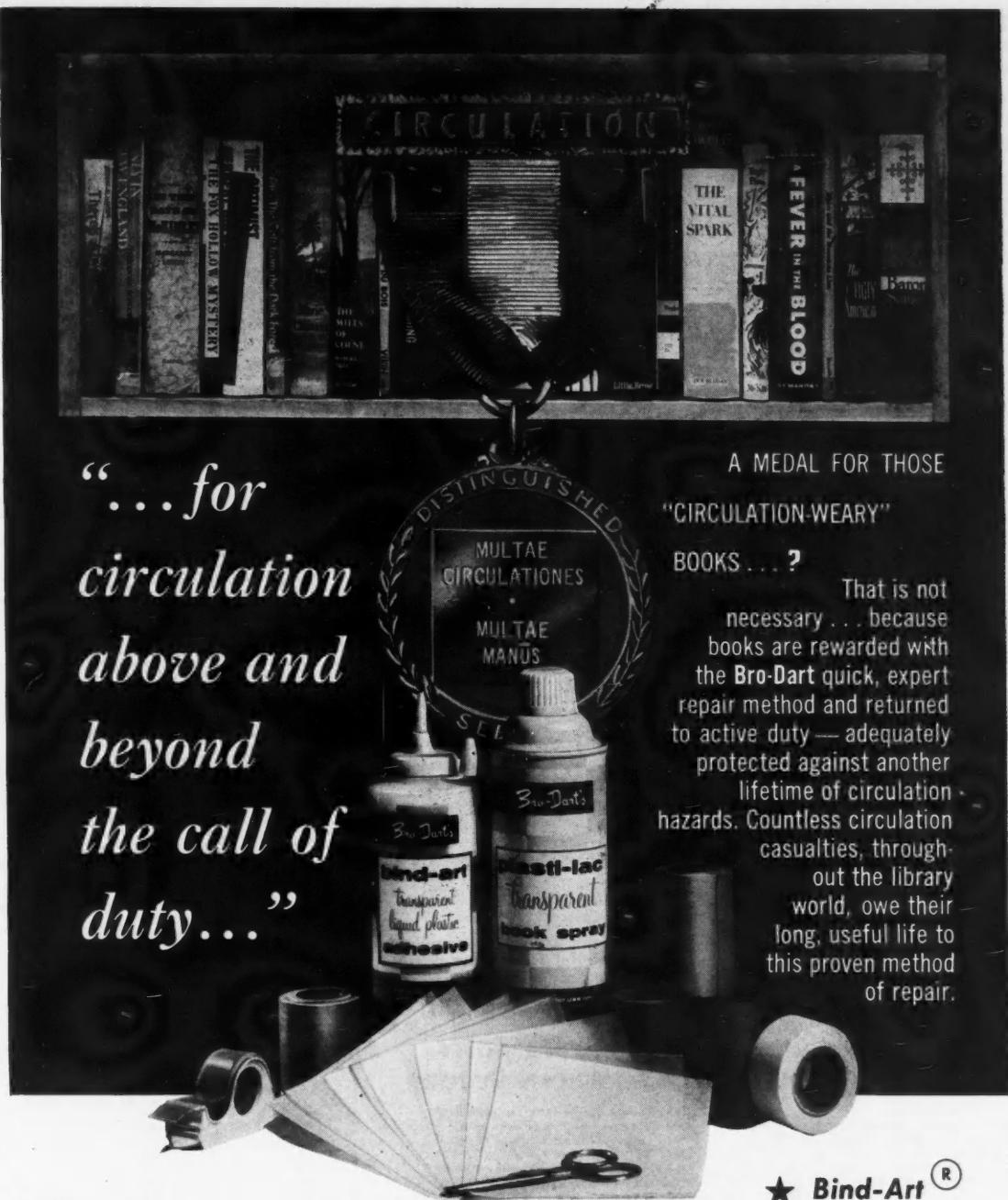
Complete with manual, carry-case, \$39.95  
5 to 9 units, ea. \$35.95 • 10 or more, ea. \$33.95

Satisfaction guaranteed or money refunded  
Send orders to

### AUDIO VISUAL RESEARCH

Dept. F010 523 S. Plymouth Ct., Chicago 5  
FACTORY: Box 71, Waseca, Minnesota

SIMPLE! EFFECTIVE! DURABLE!



*“...for  
circulation  
above and  
beyond  
the call of  
duty...”*

A MEDAL FOR THOSE  
“CIRCULATION-WEARY”

BOOKS . . . ?

That is not necessary . . . because books are rewarded with the Bro-Dart quick, expert repair method and returned to active duty — adequately protected against another lifetime of circulation hazards. Countless circulation casualties, throughout the library world, owe their long, useful life to this proven method of repair.

★ Bind-Art®

★ Book-Aid®

★ Mending Tape

★ Plasti-Lac™

**Bro-Dart . . . the modern, simplified  
and economical book-repair method**

*May we send you Bro-Dart's valuable booklet on  
Modern . . . Simplified Book-Repair?*

**Bro-Dart**  
INDUSTRIES

Home Office: Dept. 139-RI, 56 Earl St., Newark 8, N. J.  
West Coast: 1888 S. Sepulveda Blvd., Los Angeles 8, Calif.  
In Canada: Bro-Dart Industries (Canada) Ltd.,  
909 Pope Avenue, Toronto 6, Ontario

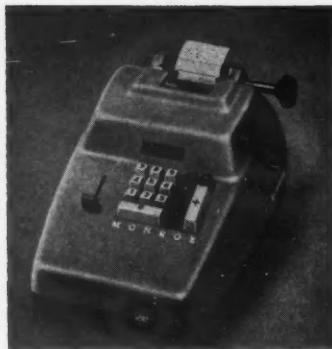
## New Supplies

(Continued from page 90)

### HIGH-SPEED ADDING MACHINE

A new ten-key adding machine by the Monroe Calculating Machine Co., Orange, N. J., features a compact, low silhouette and quiet high speed operation. The cycling speed of the Series E machine is 25 per cent faster than ordinary ten-key machines. Due to placement of the repeat key, multiplication is performed as simply as addition. The electric machine comes in a smartly designed case with built-in natural wrist support to ease hand fatigue during large volume figure production. The moderately priced machine is available in two models.

(For further details encircle index code 0229)



Easy Multiplication



**ONE OF TWO WORLD WAR II MAPS**—Just off the press. Two complete sets—Re-edited, printed from new plates, beautiful fade proof colors. These Cram History Maps present important events complete and accurate without devoting valuable space to unimportant detail. All maps have been re-edited by Dr. T. D. Clark, Ph.D., Head of History Dept., University of Kentucky, a nationally recognized historian.

### 18 HISTORY MAPS ON ONE SPRING ROLLER WORLD HISTORY

### AMERICAN HISTORY

- |  |   |
|--|---|
| 1002 Ancient Empires                               | 502 Indians During Early Exploration.               |
| 1004 Campaigns and Empire of Alexander             | 503 Voyages and Discoveries to 1610.                |
| 1007 The Mediterranean World—264 B.C.              | 506 Early Grants and Origin of 13 Colonies.         |
| 1010 Rise and Growth of Christianity to 325 A.D.   | 507 Early Claims and Possessions 1754-1763.         |
| 1011 General Reference Map of Roman World          | 508 European Settlements to about 1760.             |
| 1012 The Migrations to 486 A.D.                    | 510 Western Land Claims and the Ordinance of 1787.  |
| 1017 Europe at the Death of Charlemagne 814 A.D.   | 511 The United States in 1790 and about 1802.       |
| 1018 Crusading Europe 1095-1291                    | 512 The United States in 1810.                      |
| 1023 Voyages and Discoveries to 1610               | 513 The United States in 1830.                      |
| 1025 Europe and the Near East 1740                 | 516 The Mexican War and Compromise of 1850.         |
| 1027 Europe under Napoleon 1810                    | 517 Territorial Expansion to 1854.                  |
| 1028 Europe after the Congress of Vienna 1815      | 518 The United States in 1861.                      |
| 1032 Europe after the Congress of Berlin 1878      | 519 The Civil War 1861-1865.                        |
| 1033 The Expansion of the Russian Empire 1613-1914 | 521 Transportation, Early Railroad Period 1840-80.  |
| 1036 Europe after the Treaties of 1919-1924        | 522 Transportation, Principal Railroads since 1880. |
| 1043 Europe, September 1, 1938                     | 523 The World War—Western Area.                     |
| 1045 World War II—European and African Theaters    | 524 United States.                                  |
| 1046 World War II—Pacific Ocean Theater            | 534 Political World.                                |

Set of 18 Maps

No. CHW18—ZMB—\$97.00

Set of 18 Maps

No. CHA18—ZMB—\$97.00

Send for Circular No. 21, Listing 82 History Maps in your choice of mountings.

School and Library Division

**GEORGE F. CRAM CO.** 730 E. WASHINGTON STREET  
INDIANAPOLIS 6, INDIANA

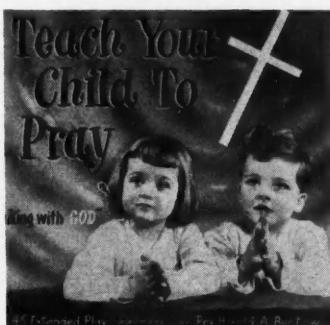
### PROJECTOR SCREEN

A sturdy "Economy Adjuster" projection screen for auditorium, gymnasium, and church use is offered by the Luther O. Draper Shade Co., Spiceland, Ind. The screen may be suspended from the ceiling or girders, or attached to the wall. Flanged roller spools are attached at each end of the bottom aluminum tube so that the operating cord winds around and within the spools. This prevents the cord from tracking in the wrong direction. The white vinyl plastic screen surface is washable, fire retardant and mildew-proof. Sizes range 10 ft. sq. through 24 ft. sq.

(For further details encircle index code 0230)

### PRAYER TEACHING RECORD

Basic Catholic prayer can be introduced to pre-school and young elementary children with a 45 rpm. extended play phonograph record called "Teach Your Child to Pray." Combining words and music, the



45 rpm. Record

record is narrated in simple language by Rev. Harold A. Buetow of St. Jerome's parish, Brooklyn, N. Y., a professor of theology at St. John's University. Father Buetow tells children how to "talk with God." Inspiration Records, New York 10, N. Y., is offering a free child's rosary with each record at \$1.98.

(For further details encircle index code 0231)

### "BODY IN ACTION" CHARTS

The Standard Education Society, Inc., Chicago 6, Ill., offers the "Body in Action" chart series for health and science classes in grades six through nine. The series includes 10 full-color charts, 24½ by 32½ in., on heavy plastic-coated chart boards, which may be marked with crayons and wiped clean. Chart titles are: body types and growth, skin and special senses, brain and nervous system, nerve messages, skeletal system, muscles, digestion, circulation, respiration, and glands and lymph. Ten duplicator masters, correlated with the wall charts, are supplied for printing three-color desk copies. A 32-page teacher's guide completes the unit. The school price is \$29.85, available on 15-day approval.

(For further details encircle index code 0232)

(Continued on page 94)

CARDS IN THE READER'S SERVICE SECTION  
CORRESPONDING CODE INDEX NUMBERS  
TO BE ENCIRCLED CAN BE FOUND ON THE



## MADONNA CHRISTMAS ASSORTMENT



This beautiful collection of deeply religious cards is completely new in design and style yet it still retains the reverent beauty and pageantry of sacred art which has made the Madonna Assortment so famous throughout the land. As an extra new and startling innovation we are using three different types of stock to add richness and quality to the assortment.

**SEND FOR OUR NEW LOW PRICE  
WHOLESALE ORDER BLANK**

# Adorable Angels

## CHRISTMAS ASSORTMENT

Heart warming cards of simple beauty having reverent and sincere little angels charmingly drawn in beautiful colors on costly paper, decorated with silver sparkle to help portray the religious significance of the Christmas holiday. It is an assortment of greetings with sincere reverence and captivating charm.



EITHER  
ASSORTMENT

**21 for only \$1**



**Crestcard  
COMPANY**

**MAIL COUPON FOR SAMPLES NOW**

**CRESTCARD CO.**

169-173 Highland Ave., Newark, N. J.

Please send me samples of your 1960 line of Catholic Christmas Cards on approval.

NAME .....

SCHOOL .....

ADDRESS .....

CITY .....

C.S.J.

PIN BACK



FOR BULLETIN BOARDS OF  
CORK OR OTHER SOFT MATERIALS

Precision molded 3-dimension plastic letters create character and distinction on signs, displays, doors, bulletins. Use indoors or outdoors. Available in 6 colors plus gold and silver, in sizes from 1" to 3" high. Can be reused over and over again.

**FREE** WRITE FOR SAMPLE  
LETTER and PRICES

plus brochure describing our complete line of plastic letters and numerals in all colors styles and sizes.

**SYE GORMAN CO.** Signs & Letters  
Dept. C-O  
18431 JAMES COUZENS HIGHWAY  
DETROIT 35, MICHIGAN

## FUNDS FOR YOUR TREASURY

Quickly, easily raised. Thousands of organizations throughout the United States are selling SEACO EXTRA QUALITY CANDY as their number-one fund raiser. Packed in beautiful reusable canisters having instant sales appeal. Handy carrying container included FREE in each case. Easy to carry—easy to sell. Send name on post card for full information without obligation.

Write: CSJ-11

**SEACOAST CANDY CO.**

515 Sylvan Ave., Avon, N. J.

## New Supplies

(Continued from page 92)

### WIRELESS LANGUAGE SYSTEM

A wireless language teaching system, the Trans-Sonic Educator, employs modern design without costly installations. Except for one power cord, the mobile system has no cables to interfere with headsets and console. The unit has a dual channel tape recorder, a four-speed record player, and an instructor's control switch panel. The



For Electronic Classrooms

metal cabinet, which stores 36 student headset receivers, is 20 in. wide, 36 in. long, and 35 in. high at the front. A double-hinged cover with lock provides a work shelf when dropped down. Used for active or passive listening, the unit is available from Robert H. Redfield, Inc., Chicago 5, Ill.

(For further details encircle index code 0233)

### BALL CARRIER

The National Sports Co., Fond du Lac, Wis., has facilitated ball storage for gymnasiums with a mobile carrier for basket, volley, or soccer balls. Made of chrome tubular steel, the carrier holds eight balls and rides on four swivel wheels. Write for further information.

(For further details encircle index code 0234)

### TEACHING AIDS FOR SALE

The 1960 edition of "Free and Inexpensive Learning Materials" has been published by the Division of Surveys and Field Services, George Peabody College for Teachers, Nashville 5, Tenn. This 10th edition contains 3633 entries under 300 common subject headings with extensive cross-referencing. Most of these teaching aids cost less than 50 cents each. The list sells for \$1.50 each.

(For further details encircle index code 0235)

A full-color relief map of the Holy Land sells for \$1 from the Hammond Map Co., Maplewood, N. J. The map is illustrated with 30 original drawings which depict events from the Old Testament. The site of each event is identified by quotations of the chapter and verse of the Bible. "Pictorial Map of the Holy Land" measures 21 by 29 in., is laminated, and may be wall hung.

(For further details encircle index code 0236)

(Continued on page 96)

Manufacturers of  
**QUALITY**  
Catholic School

## UNIFORMS

JUMPERS, CAPS,  
TIES, BLOUSES,  
JACKETS,  
SHIRTS, SLACKS,  
EMBLEM, HATS,  
SPORTSWEAR,  
PENNANTS, etc.

free Price List  
and Brochures!

**McCOURT'S**  
All American Suppliers

599-601 Broadway  
NEWARK 4, N. J.

## TEXTBOOKS

for Catholic  
schools,  
high schools,  
colleges  
and seminaries.

■  
Write for complete  
catalog.

**BENZIGER BROTHERS, Inc.**

6-8 Barclay Street  
New York 8, N. Y.  
BOSTON 10 • CINCINNATI 1  
CHICAGO 6 • SAN FRANCISCO 3

**specify**  
**BOSTON®**  
PENCIL SHARPENERS

*buy  
quality for economy*

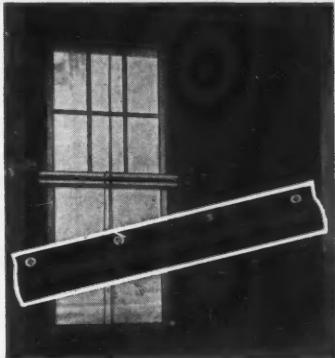
Engineered to meet today's high standards for schools...Rugged and durable...These Boston Sharpeners will give you more service for less maintenance than ever before.

*Write for information and prices to Dept. F*

C. HOWARD HUNT PEN CO., CAMDEN 1, NEW JERSEY

## How Many Classrooms Will One Set of PAKFOLDS DARKEN?

**PORTABLE  
PAKFOLDS  
SERVE  
BEST...  
COST  
LESS!**



Portable PAKFOLDS make every room a visual education room! One set of PAKFOLDS serves throughout the building. PAKFOLDS attach instantly...no ladders to climb; no screws or complicated mechanisms. Available for large or small windows, in any length or width.

WRITE FOR COMPLETE INFORMATION AND FREE SAMPLE OF PAKFOLD CLOTH

**LUTHER O. DRAPER SHADE CO.**  
P.O. BOX 401

SPICELAND, INDIANA

	PAPAL, U.S. and SCHOOL FLAGS
For best value, finest quality materials and workmanship, specify flags and banners in these fabrics exclusive with DETTRA.	
<b>PARADES AND INDOOR DISPLAY</b> GLORY GLOSS—lustrous medium-weight acetate taffeta DURA-LITE NYLON—the ultimate in durability, lightness ROYAL-OAKS—superb, heavy "Cordura" rayon <b>OUTDOOR FLAGS AND BANNERS</b> BULLDOG BUNTING—exceeds Govt. specifications DURA-LITE NYLON (Outdoors)—outwears all others Flags in stock or made to order, individually or complete outfit including pole, ornaments, fringe, tassels, stand. See your Dettra Dealer for full details or write Dept. CS	
<b>DETTRA</b> <b>FLAG CO., INC.</b> OAKS, PENNSYLVANIA <small>Flagmaker to America for more than 50 years.</small>	



## MOBILE LANGUAGE LABORATORY

— a complete, quality facility at low cost

A complete self-contained audio-active language laboratory for one to eight students and teacher, with headsets, microphones and monitor station. High fidelity amplifier and 10" speaker. Entire unit mounted on wheels in metal cabinet to move from room to room. Students can listen to master tape, repeat into microphone and hear their own voice for comparison with the native. All essentials of an expensive language laboratory at low cost. Additional students may be added for audio-passive use. Several models available. Write for full details and prices to

**MOBILE-TRONICS** 1703 WESTOVER ROAD  
MORRISVILLE, PENNA.

*dashing and distinctive*

**DeMoulin**  
**BAND UNIFORMS**  
since 1892

- Fine Materials
- Expert Tailoring
- Fair Prices
- Full Selection
- Original Design

CATALOG  
Write for new, full color style book.  
No. 472, available without charge, to:  
band directors, school administrators,  
and purchasing committees.

We subscribe to the Code of Ethics of the  
National Association of Uniform Manufacturers  
of which we are members.

**DeMoulin Bros. & Co.**  
1062 So. 4th St., Greenville, Illinois

### Precision Designed Quality Instruments... at Student Prices

You can't beat the Modern School Supply line for efficiency and economy. A full selection to choose from.

Write for FREE catalog TODAY!



SPECIAL NET PRICES TO SCHOOLS  
**MODERN SCHOOL SUPPLIES**  
P.O. Box 958 Hartford 1, Conn.

**DIPLOMAS**  
WITH MODERN DIPLOMA CASES  
SEND FOR FREE SAMPLES  
**PHILIP and MARGARET BITTEL**  
AVON, CONNECTICUT

### EXCEPTIONAL CRAFTS FOR EVERY TYPE PROGRAM

Write for our FREE 1960 Catalog  
of HANDICRAFT SUPPLIES and  
IDEAS, if you have it, ask for our  
special CHRISTMAS FOLDER.

**CLEVELAND CRAFTS CO.**  
4707 Euclid Ave. 5832 Chicago Ave.  
Cleveland 3, Ohio Chicago 51, Ill.  
4 East 16th St.  
New York 3, N.Y.

### CATALOGS AND BOOKLETS

Instructional materials and "learn-by-doing" educational kits are described in a new catalog from Models of Industry, Inc., Berkeley 10, Calif. Send for a free copy.  
(For further details encircle index code 0237)

The Scott Paper Co., Chester, Pa., manufacturers of Confidets, a new, contour-shaped sanitary napkin, has published a new booklet on menstrual hygiene for teen age girls. "Wonderful World of a Girl" was prepared under the guidance of medical and educational authorities and is well illustrated by full-color drawings by Mia Carpenter. A special section features the importance of happy family relationships during adolescence. Send for a sample copy.  
(For further details encircle index code 0238)

The Society for Visual Education, Inc., announces its 1961 Educational Filmstrip and Slide Catalog. The 64-page catalog is organized in two main sections: grades K through six, and grades seven through 12. Copies are available from local audiovisual dealers.

(For further details encircle index code 0239)

A new brochure describes powerful carbon arc spotlights for auditoriums. Send for a copy from The Strong Electric Corp., Toledo 1, Ohio.

(For further details encircle index code 0240)

The Allied Radio Corp., Chicago 80, Ill., announces its 1961 general catalog featuring 444 pages of electronic parts and equipment for use in schools. Write for a free catalog.

(For further details encircle index code 0241)

### NEW FILMS

"An Introduction to Rubber" is available free from the education department of the United States Rubber Co., New York 20, N. Y. The filmstrip, designed for grades five to nine, comes with a teacher's guide. Offer is limited to one copy per school.  
(For further details encircle index code 0242)

Films, filmstrips, and printed materials emphasizing good breakfasts are available from the Cereal Institute, Inc., Chicago 3, Ill. Send for a list of materials.

(For further details encircle index code 0243)

"What Is Oil Painting," a 15-min. color filmstrip about artists' oil colors, ranges from the selection of the raw pigment to the final filling of paint tubes. Suitable for high school or beginning college levels, the film was produced for M. Grumbacher, Inc., New York 1, N. Y. It sells for \$10.  
(For further details encircle index code 0244)

An amusing animated character, Mr. Treble Clef, takes viewers on a musical tour to show the development of organs in a 12-min., 16mm. sound and color film. "Interpretation in Tones" is available on free loan from Association Films, Inc., New York 17, N. Y.  
(For further details encircle index code 0245)

CARDS IN THE READER'S SERVICE SECTION  
CORRESPONDING CODE INDEX NUMBERS  
TO BE ENCIRCLED CAN BE FOUND ON THE

Enameling, Ceramic, Mosaic, Origami Supplies  
**THE POTTERS' WHEEL**  
11447 Euclid Avenue  
Cleveland 6, Ohio  
Send 25¢ for catalogue with basic instructions.

### Catholic Book & Supply Co.

#### For These Catholic School Book Services:

1. Catholic library books of all publishers.
2. Select, up-to-date lists of general books recommended for Catholic elementary and high schools.
3. Liberal discounts; additional quantity discounts.
4. Complete text book service for Catholic elementary schools including dictionaries.

Send Us Your Order Today

**CATHOLIC BOOK & SUPPLY CO.**  
SOUTH MILWAUKEE WISCONSIN

### FREE FILMS

The Free Films you need to vitalize and enrich textbook teaching are listed in the New, 1960

### EDUCATORS GUIDE TO FREE FILMS

Authoritative — Comprehensive  
Easy-to-use

Available for \$9.00 on 30 day approval

**Educators Progress Service**  
Dept. CSJ Randolph, Wisconsin

### Looking for a PUBLISHER?

Your book can be published, promoted, distributed by successful, reliable company noted for prompt, personal service. All subjects. Free Editorial Report. Inquiries also invited from businesses, organizations, churches, etc. Send for Free Booklet. Vantage Press, Dept. CJ, 120 W. 31, New York 1.

### PLASTI-TAK

The RE-USABLE Adhesive for posting charts, papers, art work etc. on ANY surface in the classroom. Better than tapes, tacks, staples or wires. Lasts indefinitely. Approved by ACEI. Order from your school supply distributor or write for his name and information.

**Brooks Mfg. Co.**  
P.O. Box 156Q Cincinnati 31, Ohio

# READER'S SERVICE SECTION

## INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below are provided for your convenience in requesting free product information, catalogs and literature offered by the advertisers and by manufacturers listed in New Products and Literature. To obtain this information or literature, encircle code number, sign the card and mail. Your request will receive prompt attention.

Code No.	page No.	Code No.	page No.
100 All American Suppliers.....	94	1027 Ditto, Incorporated.....	85
Uniforms and accessories		Duplicators and workbooks	
101 All Saints Press.....	13	1028 Draper Shade Co., L. O. ....	95
Paperback books		Portable darkening packfolds	
102 American Optical Company.....	65	1029 Durham Mfg. Corp. ....	59
Overhead delineoscope		Metal furniture	
103 American Playgroud Device Co. ....	90	1030 Educators Progress Service....	96
Playground and swimming pool equipment		Guide to free films	
104 Audio Visual Research.....	90	1031 Faber Castell Co., Inc., A. W. ....	68
Reading learning aid		Eraserstik	
105 Benziger Brothers .....	94	1032 Foodco Appliance Corp. ....	88
Catholic textbooks		Food and vegetable cutting machine	
106 Beseler Company, Chas....	73 & 74	1033 Gaylord Bros., Inc. ....	76
Overhead projector		Safety paper trimmer	
107 Bittel, Philip & Margaret.....	96	1034 Ginn and Company. ....	64
Diplomas, free samples		Integrated music course	
108 Bro-Dart Industries .....	91	1035 Goldencraft. ....	10 & 11
Book repair materials		New Golden books	
109 Brooks Manufacturing Co. ....	96	1036 Golden Records .....	14
Re-usable adhesive		Children's records	
1010 Bruce Publishing Company.....	58	1037 Gorman Co., Sys. ....	94
Professional books		Plastic letters	
1011 Bruce Publishing Co.....	3rd cover	1038 Graflex, Inc. ....	4
High school texts		Combination filmstrip and slide projector	
1012 Catholic Book Publishing Co. ....	72	1039 Graubard's, Inc. ....	20
St. Joseph Missal		Girls student uniforms	
1013 Catholic Book & Supply Co. ....	96	1040 Guild Press .....	7
Book jobbers serving Catholic schools exclusively. Free circulars		Angelus books and Bible	
1014 Catholic Boy, The.....	80	1041 Guild Press .....	8
Inspiration posters		Punch-out books	
1015 Catholic Boy, The.....	81	1042 Guild Press .....	9
Catholic Boy — Miss magazines		Graded childrens missals	
1016 Central Scientific Co. ....	86	1043 Hammond Organ Company....	75
Transistor analyzer		New extravoice organ	
1017 Central Scientific Co. ....	88	1044 Harrison Brothers .....	55
Lecture room periodic table		Announcing winners	
1018 Cleveland Crafts Co. ....	96	1045 Heath and Company, D. C. ....	56
Handicraft supplies		Science series	
1019 Coldwater Seafood Corp., The .....	4th cover	1046 Heyer, Inc. ....	69
Seafood		Spirit duplicator	
1020 Collegiate Cap & Gown Co. ....	84	1047 Hilary Chemical Co. ....	87
Gown rental		Maintenance supplies	
1021 Costumes by Paul.....	68	1048 Hunt Pen Co., C. Howard. ....	95
Stage costumes		Pencil sharpeners	
1022 Cram Company, George F. ....	92	1049 International Business Machines Corp. ....	51
New history maps		Electric typewriters	
1023 Crestcard Company.....	93	1050 Kimberly-Clark Corporation ....	61
Christmas assortment		Personal hygiene instruction	
1024 Decar Plastic Corp. ....	2nd cover	1051 Levelor Lorenzen, Inc. ....	79
Plastic desk tops		Audio visual and conventional blinds	
1025 DeMoulin Brothers & Co. ....	96	1052 Lingualphone Institute .....	60
Band uniforms		Electronic language teaching tapes	
1026 Detra Flag Company.....	95		
Papal, U. S. and school flags			

### USE THESE CARDS ▶

These cards are provided for the convenience of CATHOLIC MANAGEMENT JOURNAL readers in requesting information on products, services, booklets, and catalogs offered by the advertisers in this issue.

October, 1960		October, 1960	
CATHOLIC SCHOOL JOURNAL 400 North Broadway, Milwaukee 1, Wisconsin		CATHOLIC SCHOOL JOURNAL 400 North Broadway, Milwaukee 1, Wisconsin	
Please ask the manufacturers, whose code numbers I have encircled, to send me the information, catalogs, or product literature offered in this issue.		Please ask the manufacturers, whose code numbers I have encircled, to send me the information, catalogs, or product literature offered in this issue.	
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026
103 109	1015 1021	103 109	1015 1021
104 1010	1016 1022	104 1010	1016 1022
105 1011	1017 1023	105 1011	1017 1023
106 1012	1018 1024	106 1012	1018 1024
107 1013	1020 1026	107 1013	1020 1026
108 1021	1014 1020	108 1021	1014 1020
109 1015	1015 1021	109 1015	1015 1021
110 1016	1022 1028	110 1016	1022 1028
111 1017	1023 1029	111 1017	1023 1029
100 106	1012 1018	100 106	1012 1018
101 107	1013 1019	101 107	1013 1019
102 108	1020 1026	102 108	1020 1026

## USE THESE CARDS

The cards below are for your convenience in requesting product information, catalogs, and literature from advertisers and firms listed in this issue.

### THE CATHOLIC SCHOOL JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN



### THE CATHOLIC SCHOOL JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

### BUSINESS REPLY MAIL

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

Postage will be paid by:

FIRST CLASS  
PERMIT NO. 1112  
MILWAUKEE, WIS.

### BUSINESS REPLY MAIL

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

Postage will be paid by:

FIRST CLASS  
PERMIT NO. 1112  
MILWAUKEE, WIS.

## READER'S SERVICE SECTION

(Continued)

Code No.	page No.	Code No.	page No.		
1053	Macmillan Company, The.....	58	1084	Smith-Corona-Marchant, Inc. ....	2
	New literature program			Electric typewriter	
1054	Mason Candles .....	74	1085	Sno-White Garment Mfg. Co....	66
	Fund raising plan			Tailored uniforms	
1055	Mentzer, Bush & Co.....	72	1086	Square Dance Associates.....	84
	Publishers			Teaching records	
1056	Meterflo Dispensers .....	82	1087	Stuckey's, Inc. ....	78
	Milk, juice and coffee dispensers			Fund raising plan	
1057	Minnesota Mining & Mfg. Co....	67	1088	Vantage Press .....	96
	Magnetic tape			Publishing offer	
1058	Minnesota Mining & Mfg. Co....	83	1089	Warp Publishing Company.....	64
	Magic mending tape			Science review workbooks	
1059	Mobile-Tronics .....	95	1090	Washington Square Press.....	12
	Language laboratory			Shakespeare series and Architecture books	
1060	Modern School Supplies.....	96	1091	Weber Costello Co.....	84
	Precision designed quality instruments			New liquid tempera	
1061	Monroe Calculating Machine Co..	53	1092	World Book Company.....	6
	Calculating, adding and accounting machines			Achievement tests	
1062	Moore Company, E. R.....	72	0221	Viewlex, Inc. ....	86
	Caps and gowns, sale or rental			Film projector	
1063	National Sporting Goods Assn... 90		0222	C. Howard Hunt Pen Co. ....	86
	Association			Mounting kit	
1064	National Sports Company.....	86	0223	George F. Cram Co. ....	86
	Gym suits, Cheerleader uniforms			Plastic globe	
1065	Noble and Noble, Publisher, Inc..	15	0224	The Lumiscope Co. ....	89
	Handwriting system			Microscope	
1066	Nystrom & Co., A. J.....	88	0225	Gold Medal Products.....	89
	Elementary science charts			Popcorn machine	
1067	Palmer Co., The A. N.....	77	0226	Home Life Insurance Co. ....	90
	Handwriting system			Education insurance	
1068	Paulist Press .....	58	0227	Wellensak Optical Co. ....	90
	Encyclopedias for school use			Camera	
1069	Pfauem Publ. Co., George A....	19	0228	Edmund Scientific Co. ....	90
	Messengers			Math card game	
1070	Pioneer Scientific Corporation, Sub. Bausch & Lomb.....	57	0229	Monroe Calculating Machine Co..	92
	Plastic lenses, Polariscopes, Demonstrators			Adding machine	
1071	Potters' Wheel, The.....	96	0230	Luther O. Draper Shade Co. ....	92
	Enameling, ceramic & mosaic supplies			Projector screen	
1072	Radiant Mfg. Co.....	62	0231	Inspiration Records .....	92
	Projection screens			Prayer record	
1073	Rauland-Borg Corp.....	64	0232	Standard Education Society, Inc..	92
	School sound systems			Science charts	
1074	RCA Victor Div. Radio Corp. of America .....	1	0233	Robert H. Redfield, Inc. ....	94
	Language laboratory equipment			Language system	
1075	RCA Victor Div. Radio Corp. of America.....	62 & 63	0234	National Sports Co. ....	94
	Projectors			Ball carrier	
1076	Rose and Company, B. D.....	70	0235	George Peabody College for Teachers, Div. of Surveys and Field Services .....	94
	Apparel and accessories				
1077	Royal Typewriter Co., Inc., Div. Royal McBee Corp.....	17	0236	Hammond Map Co. ....	94
	Standard typewriters				
1078	St. John's University.....	21	0237	Models of Industry, Inc. ....	96
	St. John's Catechism				
1079	Science Research Assoc.....	89	0238	Scott Paper Co. ....	96
	Reading laboratories				
1080	Seaco .....	94	0239	Society for Visual Education, Inc. ....	96
	Fund raising plan				
1081	Silver Burdett Company.....	16	0240	The Strong Electric Corp. ....	96
	New geography program				
1082	Singer Company, L. W.....	18	0241	Allied Radio Corp. ....	96
	New 1961 textbooks				
1083	Singer Sewing Machine Co....	71	0242	United States Rubber Co. ....	96
	Sewing machines				
			0243	Cereal Institute, Inc. ....	96
			0244	M. Grumbacher, Inc. ....	96
			0245	Association Films, Inc. ....	96

### NEW SUPPLIES

0221	Viewlex, Inc. ....	86
	Film projector	
0222	C. Howard Hunt Pen Co. ....	86
	Mounting kit	
0223	George F. Cram Co. ....	86
	Plastic globe	
0224	The Lumiscope Co. ....	89
	Microscope	
0225	Gold Medal Products.....	89
	Popcorn machine	
0226	Home Life Insurance Co. ....	90
	Education insurance	
0227	Wellensak Optical Co. ....	90
	Camera	
0228	Edmund Scientific Co. ....	90
	Math card game	
0229	Monroe Calculating Machine Co..	92
	Adding machine	
0230	Luther O. Draper Shade Co. ....	92
	Projector screen	
0231	Inspiration Records .....	92
	Prayer record	
0232	Standard Education Society, Inc..	92
	Science charts	
0233	Robert H. Redfield, Inc. ....	94
	Language system	
0234	National Sports Co. ....	94
	Ball carrier	

### TEACHING AIDS FOR SALE

0235	George Peabody College for Teachers, Div. of Surveys and Field Services .....	94
0236	Hammond Map Co. ....	94

### CATALOGS AND BOOKLETS

0237	Models of Industry, Inc. ....	96
0238	Scott Paper Co. ....	96
0239	Society for Visual Education, Inc. ....	96
0240	The Strong Electric Corp. ....	96
0241	Allied Radio Corp. ....	96

### NEW FILMS

0242	United States Rubber Co. ....	96
0243	Cereal Institute, Inc. ....	96
0244	M. Grumbacher, Inc. ....	96
0245	Association Films, Inc. ....	96

# *Popular high school textbooks*

## A MODERN SERIES IN FOREIGN LANGUAGES

**GERMAN:** DEUTSCH, ERSTES BUCH, Mueller

Text, \$4.95 — 15 Magnetic Tape Recordings,  
\$103.00 net.

Teacher's Key, \$1.00

**DEUTSCH, ZWEITES BUCH,** Mueller

Text, \$4.25 — 18 Magnetic Tape Recordings,  
\$126.00 net.

**SPANISH TEXT:** In preparation

**FRENCH:** FRANÇAIS, PREMIER COURS, Dostert  
Text, \$4.95 — 14 Magnetic Tape Recordings,  
\$98.00 net.  
FRANÇAIS, DEUXIEME COURS: In preparation.

**RUSSIAN:** РУССКИЙ ЯЗЫК, First Book  
Poltoratzky & Zarechnak  
Lessons 1-12: \$4.50  
Lessons 13-24: In preparation

**WALL CHARTS:** All languages use the same set.  
Twelve full-color charts, \$125.00 net.

## LEARNING AND USING WORDS

James A. Fitzgerald, Ph.D., and Patricia G. Fitzgerald

A new high school text designed to remedy spelling deficiencies and improve spelling standards. Based on long research into usefulness, difficulty, and persistence of misspelled words.

it includes words in many special categories, such as: useful basic words; general utility words; difficult words for able students; and mathematical and scientific terms. \$2.40

## TO GOD THROUGH MARRIAGE

Brother Gerald J. Schnepf, S.M., and Father Alfred Schnepf, S.M.

A six to nine weeks' course in marriage specifically written for Catholic high school students. \$1.48

## CHRIST THE LEADER

Rt. Rev. Msgr. William H. Russell, Ph.D.  
\$3.84

## WITH CHRIST THROUGH THE YEAR

Bernard Strasser, O.S.B.

An effective guide to teaching the spirit of the liturgy, brought up-to-date with the liturgical changes of recent years. \$4.95

## SINGING THE LITURGY

Sister Marietta, S.N.H.M.  
\$4.50

## SOUND SOCIAL LIVING

Eva J. Ross, Ph.D., D.Litt.

\$4.36

## AMERICAN DEMOCRACY

Eva J. Ross, Ph.D., D.Litt., and Ernest Kilzer, O.S.B., Ph.D.

\$3.96

## MARIAN LATIN SERIES

Roy J. Deferrari and Sister Francis Joseph, I.H.M.

## FIRST YEAR—REVISED

Features many new short selections on Roman life and customs, the insertion of several easy Latin readings and other fine additions. \$3.48

## SECOND YEAR (Revised)

In preparation  
Second Year Latin, \$2.96; Third Year Latin, \$3.24; Fourth Year Latin, \$3.96. (Teacher's Manuals available for all four volumes.)

## GRAVES LATIN SERIES

Clarus J. Graves, O.S.B.

First Latin, \$3.96; Second Latin, \$4.28;

Third Latin, \$4.56; Fourth Latin, \$4.96.

(Teacher's Guides and Keys available for entire Series.)

## WORLD HISTORY FOR A BETTER WORLD

William Lee Neff, Ed.D., and Mable Gertrude Planer, M.A.

Revised to include the Korean War and various recent conflicts in Europe, the Mid East, and the Far East. \$4.96

## COMPLETE GROUP GUIDANCE FOR CATHOLIC HIGH SCHOOL STUDENTS

Prepared under the direction of the Archdiocese of San Francisco  
A series of four student workbooks and a completely new, comprehensive, effective teacher's manual. Workbooks, 96 cents each.

Teacher's Aid, Grade Nine, \$1.75

Teacher's Aid, Grade Ten, \$1.75

Teacher's Aid, Grades Eleven and Twelve, In preparation

## MECHANICAL DRAWING

Edward Berg

Volume I, \$1.00; Volume II, 96 cents; complete cloth edition, \$2.80; complete paper edition, \$1.80.

**Write for copies of these texts for 30 days' study.**